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Thesis

AN EVALUATION OF A REMEDIAL METHOD
OF TEACHING SPELLING IN GRADE THREE

Submitted by

Marguerite Frances Marshall

(B.S. in Ed., Boston University, 1945)

In partial fulfillment of requirements for
the degree of Master of Education

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School of Education

June 24 1948

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Submitted by

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acknowledgments

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To Dr. Helen Blair Sullivan, Professor of Education, I extend my appreciation and thanks for her counsel, guidance, and encouragement in the planning and the carrying out of this study.

Approved by

To the following teachers, without whose help this study

First Reader : Helen B. Sullivan, Professor of Education

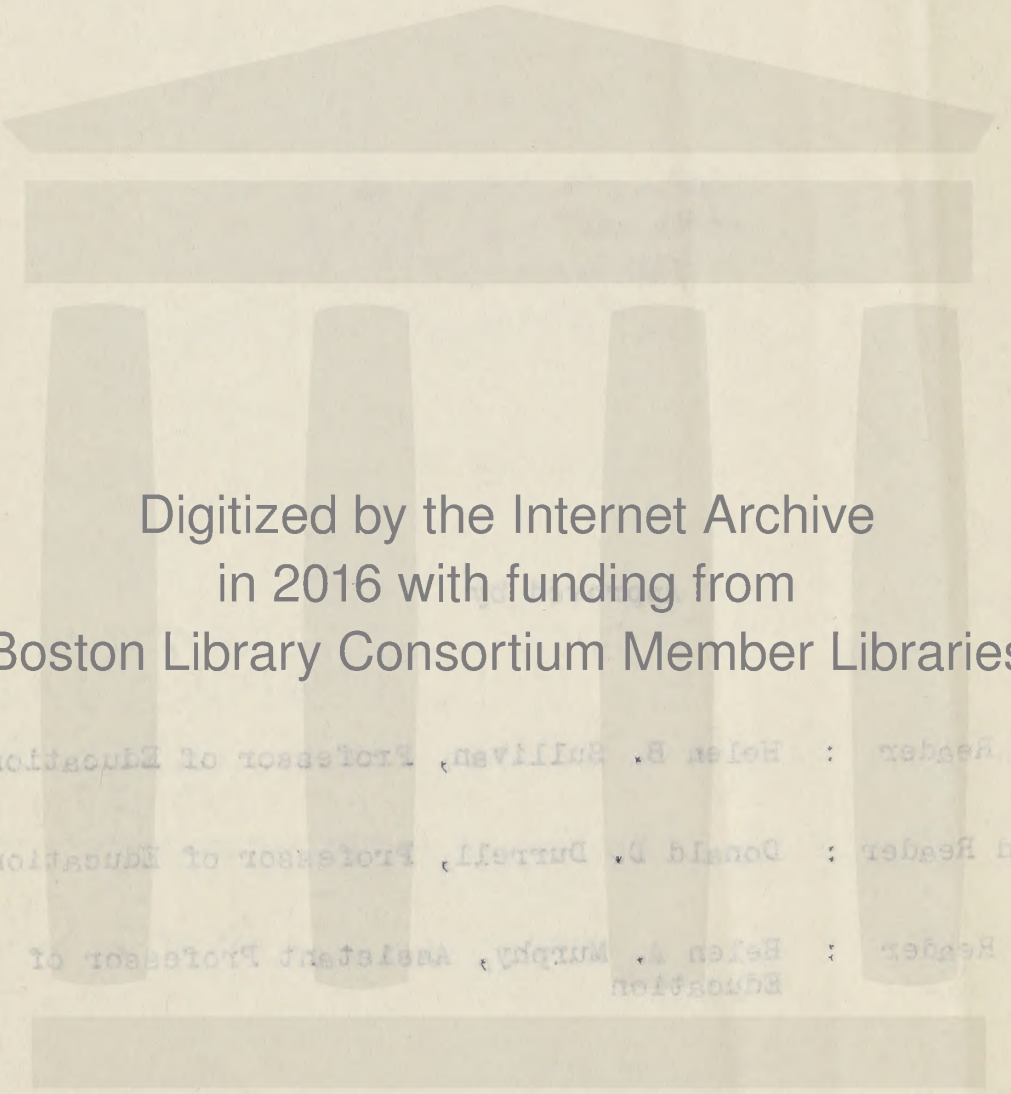
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Miss Mary P. Burke, Miss Katherine J. McNamee,

Mrs. Barbara G. Winkerson, and Miss Anna F. Walsh.



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First Reader : Helen B. Sullivan, Professor of Education
Second Reader : Donald D. Duffell, Professor of Education
Third Reader : Helen A. Murphy, Assistant Professor of Education

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1. The spelling achievement of the lower quartile group
2. The ability to transfer learning to new spelling situations
3. Sex differences

Spelling is one of the original group of subjects taught in the elementary school. From the first it was associated with the three R's, reading, writing, and arithmetic chiefly as a part of the training in reading which employed the alphabetic or spelling method of approximating pronunciation. With the nineteenth century it acquired status as an independent school subject, but earlier association of spelling with reading influenced the content and methods of teaching spelling. 1/

1/ Paul Monroe, *Encyclopedia of Education*, Volume 9, Macmillan Company, Boston, 1913, p. 337.

CHAPTER I

INTRODUCTION

Statement of the Problem. There are many acceptable methods of teaching spelling in use today. Most of them meet the needs of the majority of the pupils, but nearly every teacher in the elementary school is confronted with a small group of children who do not achieve in spelling by the method used with the rest of the class. It is the purpose of this study to evaluate the effect of a series of carefully planned remedial spelling exercises in grade three on :

1. The spelling achievement of the lower quartile group
2. The ability to transfer learning to new spelling situations
3. Sex differences

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1/ Paul Monroe, Cyclopedica of Education, Volume 9, Macmillan Company, Boston, 1913, p. 397.

CHAPTER I
THE PROBLEM

Statement of the Problem. There are many responsible

methods of teaching spelling in the primary grades. The method of teaching spelling in the primary grades is one of the most important of the methods of teaching in the primary grades.

every teacher in the elementary school is confronted with the problem of teaching spelling. It is the purpose of this study to evaluate the effect of a series of carefully

planned spelling exercises in grade three on:

1. The spelling achievement of the lower quartile group.
2. The ability to transfer learning to new spelling situations.

CHAPTER II
THE REVIEW

1. The Review

Spelling is one of the most important of the methods of teaching in the elementary school. It is the purpose of this study to evaluate the effect of a series of carefully planned spelling exercises in grade three on:

CHAPTER III
THE METHOD

^{1/} Wallin says, " There are few elementary school subjects in which inefficiency is more swiftly detected and more severely reprobated in later life than in spelling."

Hildreth^{2/} claims that "no one can question the value of automatically accurate spelling, since it is standard equipment for adults who are literate." While Suzzallo^{3/} says that "poor spelling is to the public the surest sign that one is not educated."

The psychological basis and ultimate aim of spelling, according to Tidyman,^{4/} is

to give the individual such control over the ordering of letters in words that the expression of thought in writing may go on freely and accurately without attention to mechanical details. In short, it is the automatic control of written expression.

1/ J.E. Wallace Wallin, Spelling Efficiency in Relation to Age, Grade, and Sex, and the Question of Transfer. Warwick and York, Inc., Baltimore, 1911. Preface, vii.

2/ Gertrude Hildreth, Learning the Three R's, Educational Publishers, Inc., Philadelphia, 1930, p. 190.

3/ Henry Suzzallo, The Teaching of Spelling. Houghton, Mifflin Company, Boston, 1911, p. 2.

4/ Willard F. Tidyman, The Teaching of Spelling. World Book Company, Yonkers, N.Y., 1919, p. 31.

Fernald^{1/} states,

The object in teaching spelling is to enable the individual to write rapidly, easily, and correctly whatever he wishes to communicate to others. In order to do this he must develop certain very highly specialized hand habits, due, in part, to faulty techniques imposed upon the child by those who attempt to teach him to spell. To remedy poor spelling it is necessary to substitute correct habits for undesirable ones already established.

Horn^{2/} claims that "The first need is the recognition that there is no short-cut to spelling." Then he adds in part, that "in spite of the extensive psychological and special experiments, and the considerable portion of time allotted to it in the public schools, investigators charge that the results have been poor." A comparison of actual tests of spelling of recent times with that of an earlier time show that today's children are superior in spelling to those of yesterday.

But not all children learn at the same rate or by the same methods, and the fact that individuals differ has long been recognized. Since the education of children is the most important function in the United States, what are the fundamental factors causing these differences and their importance ? There are many diverse opinions.

1/ Grace M. Fernald, Remedial Techniques in Basic School Subjects. McGraw-Hill Book Company, New York, 1943, p. 181.

2/ Ernest Horn, "Principles in Methods in Teaching Spelling As Derived from Scientific Investigation," National Society for the Study of Education, Eighteenth Yearbook, Part II, pp.52,53.

Freeman^{1/} offers, "The basic factors contributing to these differences are really two in number; namely, heredity and environment." Then he lists the following factors as secondary: age, race, nationality, sex, physique, and personality.

Freeman^{2/} further adds that it has been commonly thought that individuals fit into distinct types, as far as psychological traits are concerned; but if this were true, the educational implications would be not only clear, but very simple. As soon as a person was identified it would only be necessary to allocate him to the group that he represents. But because this is not so, the educational problem becomes complex.

How does education provide for this differentiation ? It tries to create a situation wherein each pupil's capacity will be challenged, but never worked beyond his level of ability. Durrell^{3/} suggests that in order to meet individual needs and learning rates, spelling should be a "small-group activity." While Hildreth^{4/} adds, "Spelling lessons are adapted to the intellectual level of the class and the individual pupils within a class."

1/ Frank S. Freeman, "Contributions to Education of Scientific Knowledge About Individual Differences," National Society for the Study of Education, Thirty-Seventh Yearbook, Part II, p.407

2/ Frank S. Freeman, Ibid., pp. 406-407.

3/ Donald D. Durrell, Improvement of Basic Reading Abilities. World Book Company, Yonkers-on-Hudson, N.Y., 1940, p.268.

4/ Gertrude Hildreth, Op. cit., p. 204.

Cole^{1/} agrees by stating that the "ideal teaching situation is to group the class according to individual needs."

Spache^{2/} states that educators "must recognize and make provision for individual differences or to adopt instructional techniques to the needs and the deficiencies of the group." For he adds, "Despite the importance of intelligence, poor spellers are not necessarily handicapped in this respect." These facts indicate that spelling disability may exist among dull, normal, and superior children. It is necessary then to look for other factors.

Justification. For some time the writer has felt keenly the necessity for giving special instruction in remedial spelling to the non-achieving group, but found that there was no material available. In conferring with other interested in-service teachers it was agreed that there was a dire need for a special remedial program in spelling to assist those children who were not achieving by the method regularly used with the rest of the class. As a result of the evident lack of remedial material the writer has made an attempt to build a series of spelling exercises for grade three, using an auditory, visual, and kinaesthetic approach, in an effort to try to help the lower quartile group in spelling.

1/ Luella Cole, Psychology of the Elementary School Subjects. Farrar & Rinehart, Inc., New York, 1934, pp. 141-173.

2/ George Spache, "Spelling Disability Correlates I- Factors Probably Causal in Spelling Disability," Journal of Educational Research, Vol. 34, April, 1941, p. 569.

Scope of the Study. The series of exercises, presented in this study, is composed of thirty remedial spelling lessons. They were evaluated by a random-sampling of thirteen in-service teachers in three metropolitan areas and five suburban towns on a population of one hundred four third grade children. To conduct the study for evaluation it was necessary to divide the children into two groups and to equate the groups. It was decided to have half the children use the remedial exercises in spelling for three weeks and the other half to be taught the same words but by the method regularly used in the school. The first group would be the experimental group, and the second group, the control group. Then the procedure would be reversed for the last three weeks. The experimental group would become the control group and use the spelling method regularly employed by the school, while the control group would use the remedial method of the study.

To aid further in the evaluation, a test was built to determine the spelling achievement of each participating pupil. This was administered before the initiation of the remedial lessons. At the completion of the thirty lessons, test of the content of the remedial exercises was administered, followed by a third test, comparable in content and method to the initial and the second test, that helped to determine the pupil's ability to transfer his spelling learning. Each of these three tests consists of fifty words.

The following chapter is a review of the research that is pertinent to remedial instruction and of the factors that are closely related to the teaching of spelling.

As stated in the introduction there are pupils in every class who do not achieve in spelling when taught by the regular method used in the classroom. Since all pupils can not learn spelling by the method used by the rest of the class, teachers must make provision for individual differences by using remedial measures. By remedial instruction we mean those corrective measures that must be used "to remove interferences and to remedy handicaps that prevent optimal growth," as defined by Brueschker.^{1/} He claims that "The attempt to force these deviating children into a common mold has led to all sorts of mental and emotional twists and personality maladjustments that contribute to delinquency and to social inadequacy."

Russell^{E/} says,

The most obvious spelling difficulties do not have equally obvious explanations. Any teacher knows when one of her pupils is a poor speller but seldom why he is. Our knowledge of the process of learning to spell and of factors underlying spelling disability is still too limited.

1/ Leo Brueschker, "Introduction," National Society for the Study of Education, Thirty-fourth Yearbook.

E/ David E. Russell, Characteristics of Good and Poor Spellers, Teachers College, Contributions to Education, No. 727, Columbia University, New York, 1937, p. 1.

CHAPTER II

REVIEW OF PREVIOUS RESEARCH

As stated in the introduction there are pupils in every class who do not achieve in spelling when taught by the regular method used in the classroom. Since all pupils can not learn spelling by the method used by the rest of the class, teachers must make provision for individual differences by using remedial measures. By remedial instruction we mean those corrective measures that must be used "to remove interferences and to remedy handicaps that prevent optimal growth," as defined by Brueckner.^{1/} He claims that "The attempt to force these deviating children into a common mold has led to all sorts of mental and emotional twists and personality maladjustments that contribute to delinquency and to social inadequacy."

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1/ Leo Brueckner, "Introduction," National Society for the Study of Education, Thirty-fourth Yearbook,

2/ David H. Russell, Characteristics of Good and Poor Spellers, Teachers College, Contributions to Education, No. 727, Columbia University, New York, 1937, p. 1.

According to Betts,^{1/} "The biggest obstacle to overcome in any remedial teaching is the system of undesirable attitudes acquired by the learner." Interfering attitudes, as lack of interest and application, and carelessness are commonly attributed to poor readers and spellers.

Pryor and Pittman^{2/} feel that it is a teacher's responsibility to so motivate her work that better spelling results.

Davis^{3/} advises to investigate each child's spelling in order to determine his difficulties and suggests further that those who need help must be given it before they have a chance to fail. Davis adds that it is "important that remedial work in spelling be undertaken early in the elementary school. If this is not done, time has to be spent in convincing pupils that there is a best way to study words and special effort has to be devoted to breaking bad habits of study."

Hollingworth^{4/} found that we can expect great variability in ability to spell among children. Authorities agree that

1/ Emmett A. Betts, The Prevention and Correction of Reading Difficulties. Row, Peterson and Company, New York, 1936, p. 233.

2/ Hugh C. Pryor and Marvin S. Pittman, A Guide to the Teaching of Spelling, Macmillan Company, Boston, 1925. Introduction X.

3/ Georgia Davis, "Remedial Work in Spelling", Elementary School Journal, XXVII, April, 1927, p. 619, 626.

4/ Leta S. Hollingworth, The Psychology of Special Disability in Spelling, Teachers College Contributions to Education, No. 88, Columbia University, N.Y., 1918, Summary.

initial error must be avoided, so that it has been suggested that pupils should be given just what they are ready to receive at the time it is offered and that, what is offered is a direct need at the time, otherwise, time and effort are wasted on non-essentials, since they cannot apply or use them at the time.

Russell^{1/} quoted Horn's statement that "The diagnosis and remedial treatment of spelling disabilities. . . offer one of the most fertile fields for further investigation."

Many experiments have been conducted to endeavor to discover the cause of chronic bad spelling. Hollingworth^{2/} has summarized them and concludes, "All studies emphasize the fact that discrimination of sound and association of visual form with the sound of the word are made elements in spelling." She adds, as a result of her own experimentation, that "there is no one specific remedy for poor spelling."

Authorities are of the consensus of opinion that visual imagery is of paramount importance in the learning of spelling. Some of the essential factors relating to visual imagery follow.

Horn^{3/} says:

The emphasis in presenting the word should be upon visual imagery. Not only have studies of types

1/ David H. Russell, op. cit., p. 11.

2/ Leta S. Hollingworth, op. cit., p.2, p. 100.

3/ Ernest Horn, op. cit., p. 65.

of imagery shown that children of the elementary school period are predominantly visual but the direct investigation of the relative efficiency of various methods of learning to spell has quite uniformly revealed that visual presentation is an essential part of superior results. Poor spellers are relatively deficient in using visual imagery.

Fernald^{1/} considers that the main peculiarity of poor spellers is a lack of visual imagery. Gates^{2/} adds two conclusions: 1). Correlations show that word-perception is an important factor in the determination of success in spelling. 2). The most common cause of misspelling is to be found in inadequacy of acquaintance with the visual form of the word.

Still other authorities acclaim auditory discrimination, or a combination of visual and auditory perception as a determining factor in learning to spell. While others feel that a method utilizing the above two factors and giving the child an opportunity to think the word in terms of lip-throat movement or of the movement of the hand, that is, a kinaesthetic approach, is the surest answer to the problem. Some of the research in this field follows.

Spache,^{3/} in his conclusions, offered that errors in which poor spellers exceed are due, in part, to lack of

1/ Grace M. Fernald, op. cit., p. 182.

2/ Arthur I. Gates, The Psychology of Reading and Spelling With Special Reference to Disability, Contributions to Education, No. 129, Teachers College, Columbia University, N.Y., 1922.

3/ George Spache, op. cit., p. 564.

accurate auditory discrimination. There is sufficient evidence to conclude that auditory discrimination plays a causal part in spelling disabilities. The evidence is confirmed by the characteristic errors of poor spellers.

Carter's^{1/} findings prove that a poor speller would be lower than average in auditory discrimination and spelling achievement.

Acomb^{2/} reviewed many studies:

to find the success that follows auditory presentation of words as compared with visual, and to discover the differences when these processes are accompanied by loud and soft spelling and other motor reactions. The results seem to emphasize the fact that discrimination of sound and the association of visual form with the sound of the word are the main elements in spelling. A lack of auditory discrimination might be a cause for difficulty in spelling.

In his own experimentation he found that visual and auditory factors are significantly related to spelling ability.

Hildreth^{3/} says, "The interaction of auditory, visual, and kinaesthetic impressions reinforces learning." She adds that correct spelling results from close attention to word construction. Sensitivity to slight similarities and differences in word forms and drill on word difficulties is necessary.

1/ Bernadetta Carter, "The Construction of Tests of Visual Perception, Auditory Discrimination, and Kinaesthetic Factors to Be Used in Diagnosing Inadequate Performance in Spelling," unpublished Master's Thesis, Boston University, 1941. Conclusions.

2/ Alan Acomb, "A Study of the Psychological Factors in Reading and Spelling," unpublished Master's Thesis, Boston University, 1936, p. 62 and p. 87.

3/ Gertrude Hildreth, op. cit., p. 196.

Freeman^{1/} favors "use of sounds whenever possible because this gives the child association with the new word." He believes that the child learns to spell through the medium of association, either motor activity, as writing or saying the letters of each word, or by perceiving, seeing or hearing the word. In general, he concludes that some learn by seeing, some by hearing, and some by "doing".

Russell^{2/} quoted Foran who said:

The perceptual nature of spelling places the emphasis on seeing words, noting similarities between them and other words, writing them . . . While memory is needed, spelling cannot be successfully taught merely by having the child spell the words aloud frequently without writing them or seeing them. The emphasis must always be placed on the apprehension of the word.

In addition Horn^{3/} says that "most people use readily two or more types of imagery shifting unconsciously from one to the other."

However, Fernald^{4/} says that "those who are poor spellers are often auditory or kinaesthetic in their word recall." She adds to this, "Since individuals differ in the way they learn most easily, it is necessary to have the word presented so that each child has a chance to learn in his own way."

1/ Frank S. Freeman, "Spelling: Fixing Associations," Psychology of the Common Branches, Houghton Mifflin Company, Boston, 1916, pp.115-131.

2/ David H. Russell, op. cit., p.3.

3/ Ernest Horn, op. cit., p. 71.

4/ Grace M. Fernald, op. cit., p. 71.

Research reports two ways of presenting new spelling words; namely, the column or list method, and the context or sentence method. There is a question as to the value of placing words in context in their initial presentation. In context means that the words to be presented are put into meaningful sentences or paragraphs rather than in columnar form.

Reed^{1/} favors the list method, for he claims that studying words singly produces better results than studying them in sentences. He adds, "This is owing to the fact that the presentation of a single word gives a clearer and more distinct impression of it than does the presentation of a word along with a group of other words which confuse the impression and scatter the attention."

These conclusions are confirmed by the comprehensive study made by McKee^{2/} who found that the results favored the column method in both immediate and delayed recall. So he suggests, since presentation by column form secures better results than does presentation by context form, that the column form be used for the initial presentation.

In addition, Hawley and Gallup^{3/} conducted an extensive

1/ Homer B. Reed, Psychology of Elementary School Subjects.
Ginn and Company, Boston, 1938, pp.240-241.

2/ Paul McKee, op. cit., pp. 387-388.

3/ W.E. Hawley and J. Gallup, "The List Versus The Sentence Method of Teaching Spelling", Journal of Educational Research,
Vol. V, April, 1922, pp.309-310.

experiment and found that there was no advantage in having children write their spelling words in sentences. There are two accepted ways of presenting new words; namely, the teacher-directed method and the incidental method. McKee^{1/} favors provision for a direct attack upon spelling as spelling rather than an incidental procedure.

A direct attack upon spelling means that the subject is taught and studied as a subject in and of itself. There is a definite list of words to be taught, there is a detailed method of teaching and testing provided, and a definite time is set aside in the daily program for the work in spelling.

So, he concludes that in order to secure superior results, spelling must be attacked as spelling.

Wallin^{2/} proved that the use of direct, well organized drill in teaching spelling was clearly superior to an incidental procedure.

Russell^{3/} agrees that spelling must be taught to the majority of our school population, and Gates^{4/} found that "a definite, planned method produced better results than an opportunistic method of teaching."

1/ Paul McKee, op. cit., pp. 367-369.

2/ J.E. Wallace Wallin, op. cit., p. 84.

3/ David Russell, op. cit., p. 9.

4/ Arthur I. Gates, "A Modern Systematic Method Versus An Opportunistic Method of Teaching," Teachers College Record, Vol. XXVII, April, 1926, p. 697.

The need for efficient drill is stressed by Hildreth^{1/} while Horn^{2/} suggests not to depend upon the incidental teaching of spelling. Therefore, the teacher-directed method was selected for this study.

The daily time allotment and the number of lessons per week are specific techniques to be considered in the learning of new words.

McKee^{3/} says that since long practice periods did not produce excellent spellers, he believes with Tidyman^{4/} that the time allotted is not the prime factor but how it is spent that determines the results. He further states that the emphasis should be placed on spelling a few words well and on building a spelling program accordingly. Therefore, he feels that no spelling period needs to consume more than fifteen minutes.

1/ Gertrude Hildreth, Learning the Three R's, Second Edition, Educational Publishers, Inc., Philadelphia, 1947, p. 512.

2/ Ernest Horn, op. cit., p. 53.

3/ Paul McKee, op. cit., p. 371.

4/ W.F. Tidyman, op. cit., pp. 135-136.

Horn^{1/} and Reed^{2/} agree that if spelling is taught daily that there is no value nor improvement in spelling when the time devoted to it exceeds fifteen minutes.

Furthermore, Cole^{3/} adds that the daily load has been too heavy, making it necessary to present the same words too many times. The result was that too few words were being learned. She further stated that "repetition has value but it can be a burden and defeat its real purpose." Her suggestion is to teach three words daily.

Pyle^{4/} says, "The learner gets better returns for distributed learning. Spread out practice; do not concentrate it."

Cassano's^{5/} results show that when the spelling load was lessened, more than 29 per cent of the pupils have been able to master spelling. Hildreth^{6/} agrees that fewer words should be taught than formerly, and the time allotment reduced.

1/ Ernest Horn, op. cit., p. 59.

2/ Homer B. Reed, op. cit., pp. 221-222.

3/ Luella Cole, The Elementary School Subjects, Rinehart and Company, Inc., New York, 1946, pp. 226-227.

4/ William H. Pyle, "Spelling", The Psychology of the Common Branches, Warwick and York, Inc., Baltimore, 1930, p. 151.

5/ Joseph Cassano, "A Spelling Experiment to Determine the Effect the Spelling Load Has on the Ability of Pupils to Master Spelling," unpublished Master's Thesis, Boston University, 1937, p. 52.

6/ Gertrude Hildreth, op. cit., p. 204.

1/ Horn and Reed agree that if spelling is taught daily that there is no value nor improvement in spelling when the time devoted to it exceeds fifteen minutes.

2/ Furthermore, Cole adds that the daily load has been too heavy, making it necessary to present the same words too many times. The result was that too few words were being learned. She further stated that "repetition has value but it can be a burden and defeat its real purpose." Her suggestion is to teach three words daily.

3/ Pyle says, "The faster gets better returns for distributed learning. Spread out practice; do not concentrate it."

4/ Cassano's results show that when the spelling load was lessened, more than 29 per cent of the pupils have been able to master spelling. Hildreth agrees that fewer words should be taught than formerly, and the time allotment reduced.

1/ Ernest Horn, op. cit., p. 29.

2/ Homer B. Reed, op. cit., pp. 221-222.

3/ Inella Cole, The Elementary School Subjects, Hinehart and Company, Inc., New York, 1945, pp. 225-227.

4/ William B. Pyle, "Spelling," The Psychology of the Common Branches, Warwick and York, Inc., Baltimore, 1930, p. 121.

5/ Joseph Cassano, "A Spelling Experiment to Determine the Effect the Spelling Load Has on the Ability of Pupils to Master Spelling," unpublished Master's Thesis, Boston University, 1937, p. 22.

6/ Gertrude Hildreth, op. cit., p. 204.

McKee^{1/} further adds that spelling results are better if the lessons are distributed, that is, more days are allowed for the mastery of a group of words. He feels that one period is not sufficient for the proper learning of one lesson in spelling. So, he suggests five daily periods on one spelling lesson with a period or more, if necessary, to be used for review.

While Zyve^{2/} favors four fifteen minute periods weekly, with one period for systematic review, and the limiting of the number of words for daily study.

Pronunciation is an important factor in learning to spell a word, as concluded by Gates^{3/} and Horn^{4/}, since careful study of the mispronunciation of words often gives a clue to the misspelling. Serious pronunciation difficulties show a close and important relation to poor spelling.

According to Pryor and Pittman^{5/}, pronunciation should be stressed in the teaching of spelling, first, by the teacher, and then by the pupils, to have the word thoroughly fixed in the child's mind.

1/ Paul McKee, op. cit., p. 374.

2/ Claire T. Zyve, "An Experimental Study of Spelling Methods," Teachers College Contributions to Education, No.466, Columbia University, New York, 1931, p.69.

3/ Arthur I. Gates, op. cit., p. 77.

4/ Ernest Horn, op. cit., p. 65.

5/ Hugh C. Pryor and Marvin S. Pittman, op. cit., pp.15,43.

Davis^{1/} discovered in her investigation that poor spellers could not pronounce words.

Another factor conducive to better spelling is word enrichment. Hollingworth^{2/} stressed its importance as a factor in eliminating errors, while Reed^{3/} experimented and found that children did learn more words when meanings were given. He offers the explanation that meaning "gives the child association with which to remember the word and that remembering the word enables the child to remember the spelling." Horn,^{4/} too, stresses the advisability of a teacher's developing the meaning of words prior to teaching.

Pyle^{5/} suggests, since the slow learner needs more repetition or drill, that attentive repetition should be the method used.

Reed^{6/} experimented and found that after the fourth repetition any increase in accuracy stops, so, while repetition is effective there is a limit beyond which repetitions are unprofitable.

1/ Georgia Davis, op. cit., p. 621.

2/ Leta S. Hollingworth, op. cit., p. 57.

3/ Homer B. Reed, op. cit., pp. 215-216.

4/ Ernest Horn, op. cit., p. 61.

5/ William H. Pyle, op. cit., p. 162.

6/ Homer B. Reed, Ibid., pp. 220-221.

Fernald^{1/} stresses the point that "the step most often neglected is a repetition of the writing of the word until a real habit is formed, so that the process becomes so automatic that the word can be written without conscious attention to the details of its spelling."

In addition, Horn^{2/} claims that the effect of drill in spelling performance increased by distributing drill on a given word so that practice on other words intervened. He further recommends provision for review drill periods.

Authorities now agree that where one testing was sufficient, several testings be applied because of the evidence reported by McKee^{3/} which showed that "a single correct spelling cannot be taken as an index of real spelling ability and because all the pupils' difficulties can not be located by a single testing."

Since there are two important methods of testing spelling, the test-study method and the study-test method, let us review some of the research in this field.

Horn⁴ says, "Test all words before teaching. This will make it possible for each pupil to work on those words which

1/ Grace M. Fernald, op. cit., pp.8-12.

2/ Ernest Horn, op. cit., p. 69.

3/ Paul McKee, op. cit., p. 373.

4/ Ernest Horn, op. cit., pp.60-61.

he has missed. Pupils vary so widely in their ability to spell the words of a given lesson that to teach each child each word involves a great loss for all." Then he adds, "Contrary to what is often said, initial errors made on these preliminary tests do not persist." If, however, they do persist, they should be immediately corrected.

The most important principles of the test-study procedure, according to Pyle^{1/} are, (1) that children spend time only on words which they are not able to spell, wasting none on words whose spelling they already know and (2) the individual procedure. The spelling task for each child is a definite thing.

Breed^{2/}, on the other hand, argues against the test-study method, basing his theory on the persistence of initial error. Reed^{3/} does not favor this method below the fourth grade.

Durrell^{4/} says,

The best criterion as to the usefulness of the 'test-study' method for a particular group is the per cent of words spelled correctly on the initial test. If 90 per cent of the words to be taught have already been mastered, the 'test-study' method probably saves time and results in little initial drill on errors. However,

1/ William H. Pyle, op. cit. p. 150.

2/ Fred S. Breed, How to Teach Spelling, F.A. Owen Publishing Company, Dansville, New York, 1936, p. 55.

3/ Homer B. Reed, op. cit., p. 263.

4/ Donald D. Durrell, op. cit., p. 269.

if a child misses 30 per cent or more of the words in the initial test, the method is obviously unsuited to him, since it produces much practice in confusion. For fast learners, then, the 'test-study' method can be recommended, while for slow learners, presentation and study should precede testing.

"Instruction in spelling, however, should be essentially a process of teaching instead of unteaching, that is, the pupil should be given as little opportunity as possible to acquire incorrect spellings."^{1/} Then Wallin^{2/} continues, "The child should not be allowed to make initial errors, then there will be no errors to correct."

Horn^{3/} claims that it is generally agreed that handwriting does affect spelling ability and that writing a word is an aid in learning to spell it.

Spache^{4/} says, "It is generally accepted that poor handwriting is causally related to spelling failure."

Acomb^{5/} reports that others found that speed of handwriting may be and perhaps should be considered as a factor

1/ J.E. Wallace Wallin, op. cit., p. 83.

2/ J.E. Wallace Wallin, Ibid., p. 13.

3/ Ernest Horn, op. cit., p. 68.

4/ George Spache, op. cit., p. 564.

5/ Alan Acomb, op. cit., p. 67.

in spelling ability. Reed^{1/} agrees that poor writing does affect spelling and suggests that practice be given on the particular letter or combination of letters that are difficult and to practice the words containing writing difficulties.

It is generally agreed that the ability to spell correctly involves the ability to write accurately the letters involved. However, the " speed of handwriting from a copy appears to be only fairly significant as a factor in relation to spelling ability," as found by Acomb.^{2/} In addition, Russell^{3/} adds, that handwriting does affect spelling ability particularly in a written test situation when the shape of the letters is involved. Self-analysis and diagnosis with individualized drill will provide a remedy. He quotes Cole^{4/} who stresses the importance of diagnosis and individual remedial work instead of the general drill usually given, for she found that the main defects of handwriting are, as a rule, mistakes on particular letters, thus requiring individual

1/ Homer B. Reed, op. cit.

2/ Alan Acomb, op. cit., p. 87.

3/ David H. Russell, op. cit., p. 19.

4/ Luella Cole, op. cit.

drill as a remedy. Yet, others conclude that this may be the result of motor awkwardness and incoordination, and also to lapses which are spontaneous.

As a result of the research that has been reviewed, the writer has attempted to project the findings in a remedial method of teaching spelling that will try to help the needs of the non-achieving group. The following chapter will discuss the procedure for this remedial instruction.

It was deemed paramount that the spelling ability of each pupil be ascertained prior to the initiation of the experiment. Therefore, an initial test of fifty words was built which checked in content with the fifty words in the thirty lessons to be used in the experiment.

Then, after the completion of the thirty lessons of fifty words, these same fifty words will be administered as the Thirty Lessons Test. Since the words in the Thirty Lessons Test are the actual words practiced in the thirty successive lessons, the results will help to determine how much spelling knowledge has been acquired. It is also important to know to what extent this knowledge can be used in similar situations. To meet this need a third test was built which checked, in content and method, with the Initial Test and the Thirty Lessons Test. This test is to be administered after the Thirty Lessons Test and is called the Transfer Test.

CHAPTER III PROCEDURE

Construction of Tests. In order to determine the results of the specific spelling exercises of this study, based on auditory, visual, and kinaesthetic factors, and also to measure more accurately the individual progress of each pupil, it was deemed paramount that the spelling ability of each pupil be secured prior to the initiation of the experiment. Therefore, an initial test of fifty words was built which checked in content with the fifty words in the thirty lessons to be used in the experiment.

Then, after the completion of the thirty lessons of fifty words, these same fifty words will be administered as the Thirty Lessons Test. Since the words in the Thirty Lessons Test are the actual words practiced in the thirty successive lessons, the results will help to determine how much spelling knowledge has been acquired. It is also important to know to what extent this knowledge can be used in similar situations. To meet this need a third test was built which checked, in content and method, with the Initial Test and the Thirty Lessons Test. This test is to be administered after the Thirty Lessons Test and is called the Transfer Test.

A copy of each of these three tests will be found in Appendix A. In addition, a copy of each of the three tests with the directions for administering and scoring will be found in Appendix A.

The words in the Initial Test, the Thirty Lessons Test, and the Transfer Test were paralleled for initial consonants, and blends, prefixes, final blends, phonograms, and endings.

Comprehensive tables follow which show the analysis of these three tests.

| | | |
|--|---|--|
| <u>hair</u> , <u>hear</u> , <u>hot</u> , <u>hall</u> | <u>hid</u> , <u>hide</u> , <u>hand</u> , <u>hate</u> , <u>head</u> | <u>gate</u> , <u>gate</u> |
| <u>keep</u> | <u>kind</u> | <u>kill</u> |
| <u>line</u> | <u>looking</u> | <u>low</u> , <u>late</u> |
| <u>mark</u> , <u>most</u> , <u>not</u> , <u>mouth</u> , <u>made</u> , <u>most</u> | <u>mail</u> , <u>mile</u> | <u>mine</u> , <u>man</u> , <u>night</u> |
| <u>place</u> | <u>near</u> , <u>pine</u> , <u>north</u> | <u>pose</u> |
| <u>pull</u> | <u>pair</u> , <u>pan</u> | <u>part</u> , <u>pat</u> |
| <u>ride</u> , <u>rate</u> , <u>round</u> | <u>right</u> , <u>real</u> | <u>rat</u> , <u>race</u> , <u>read</u> |
| <u>sell</u> , <u>set</u> , <u>sand</u> | <u>said</u> , <u>sick</u> , <u>same</u> | <u>sing</u> , <u>south</u> , <u>sang</u> |
| <u>talk</u> , <u>back</u> , <u>same</u> | <u>town</u> | <u>talk</u> , <u>tail</u> , <u>take</u> |
| <u>east</u> , <u>wishing</u> | <u>well</u> , <u>wood</u> , <u>walk</u> , <u>wet</u> , <u>way</u> | <u>wish</u> , <u>wall</u> , <u>winter</u> , <u>wishes</u> |

Table 1. Initial Consonants Used

| Initial Test | Thirty Lessons Test | Transfer Test |
|---|--|---|
| | <u>b</u> ake, <u>b</u> oat | <u>b</u> est |
| <u>c</u> ake | <u>c</u> ar, <u>c</u> all | <u>c</u> ook, <u>c</u> oat |
| <u>d</u> id, <u>d</u> ead | <u>d</u> ark, <u>d</u> ishes | <u>d</u> ays |
| <u>f</u> ace, <u>f</u> ar, <u>f</u> ishes, <u>f</u> air | <u>f</u> irst, <u>f</u> ishing, <u>f</u> ine | <u>f</u> ell, <u>f</u> ind, <u>f</u> ound |
| <u>g</u> oat | <u>g</u> ot | <u>g</u> ame, <u>g</u> ate |
| <u>h</u> air, <u>h</u> ear, <u>h</u> ot, <u>h</u> all | <u>h</u> id, <u>h</u> ide, <u>h</u> and, <u>h</u> ate, <u>h</u> ead | <u>h</u> eal |
| <u>k</u> ee <u>p</u> | <u>k</u> ind | <u>k</u> ill |
| <u>l</u> ine | <u>l</u> ooking | <u>l</u> ots, <u>l</u> ate |
| <u>m</u> ark, <u>m</u> ost, <u>m</u> et, <u>m</u> outh, <u>m</u> ade, <u>m</u> eat | <u>m</u> ail, <u>m</u> ice | <u>m</u> ine, <u>m</u> an, <u>m</u> ight |
| <u>n</u> ice | <u>n</u> ear, <u>n</u> ine, <u>n</u> orth | <u>n</u> ose |
| <u>p</u> ail | <u>p</u> air, <u>p</u> an | <u>p</u> art, <u>p</u> et |
| <u>r</u> ide, <u>r</u> ate, <u>r</u> ound | <u>r</u> ight, <u>r</u> eal | <u>r</u> at, <u>r</u> ace, <u>r</u> ead |
| <u>s</u> ell, <u>s</u> at, <u>s</u> and | <u>s</u> ent, <u>s</u> ick, <u>s</u> ame | <u>s</u> ing, <u>s</u> outh, <u>s</u> ong |
| <u>t</u> alk, <u>t</u> ook, <u>t</u> ame | <u>t</u> own | <u>t</u> alking, <u>t</u> ail, <u>t</u> ake |
| <u>w</u> ent, <u>w</u> ishing | <u>w</u> ell, <u>w</u> ood, <u>w</u> alk, <u>w</u> et, <u>w</u> ay | <u>w</u> ish, <u>w</u> all, <u>w</u> inter, <u>w</u> ishes |

Table 2. Initial Blends Used

| Initial Test | Thirty Lessons Test | Transfer Test |
|--|-----------------------------|----------------------------|
| <u>brick</u> , <u>bright</u> | <u>bring</u> | <u>brown</u> |
| <u>clown</u> | <u>close</u> | <u>clear</u> |
| <u>crow</u> | <u>cry</u> | <u>creep</u> |
| <u>grind</u> | <u>ground</u> | <u>grade</u> |
| <u>plate</u> | <u>place</u> | <u>play</u> |
| | <u>shade</u> , <u>sheep</u> | |
| <u>skill</u> | <u>skate</u> | <u>sky</u> |
| <u>sly</u> | <u>slow</u> | <u>slid</u> , <u>slice</u> |
| <u>stood</u> , <u>stay</u> | <u>still</u> , <u>stand</u> | <u>stair</u> , <u>star</u> |
| <u>string</u> | <u>strong</u> | <u>strand</u> |
| <u>thing</u> , <u>than</u> , <u>those</u> , <u>thin</u> | <u>that</u> , <u>these</u> | <u>thick</u> |

Table 3. Prefixes Used

| Initial Test | Thirty Lessons Test | Transfer Test |
|--------------|------------------------|---------------|
| <u>along</u> | | |
| <u>began</u> | <u>begin</u> | <u>belong</u> |
| | | <u>open</u> |

Table 4. Phonograms Used (Concluded)

| Initial Test | Thirty Lessons Test | Transfer Test |
|----------------------------|----------------------------|---------------------------|
| <u>face</u> | <u>place</u> | <u>race</u> |
| <u>made</u> | <u>shade</u> | <u>grade</u> |
| <u>pail</u> | <u>mail</u> | <u>tail</u> |
| <u>hair</u> , <u>fair</u> | <u>pair</u> | <u>stair</u> |
| <u>cake</u> | <u>bake</u> | <u>take</u> |
| <u>talk</u> | <u>walk</u> | <u>talking</u> |
| <u>hall</u> | <u>call</u> | <u>wall</u> |
| <u>tame</u> | <u>same</u> | <u>game</u> |
| <u>began</u> , <u>than</u> | <u>pan</u> | <u>man</u> |
| <u>sand</u> | <u>hand</u> , <u>stand</u> | <u>strand</u> |
| <u>far</u> , <u>mark</u> | <u>car</u> , <u>dark</u> | <u>star</u> , <u>part</u> |
| <u>sat</u> | <u>that</u> | <u>rat</u> |
| <u>plate</u> , <u>rate</u> | <u>skate</u> , <u>hate</u> | <u>late</u> , <u>gate</u> |
| <u>stay</u> | <u>way</u> | <u>days</u> , <u>play</u> |
| <u>dead</u> | <u>head</u> | <u>read</u> |
| <u>meal</u> | <u>real</u> | <u>heal</u> |
| <u>hear</u> | <u>near</u> | <u>clear</u> |
| <u>keep</u> | <u>sheep</u> | <u>creep</u> |
| <u>sell</u> | <u>well</u> | <u>fell</u> |
| | | <u>open</u> |
| <u>went</u> | <u>sent</u> | |
| | <u>these</u> | |

Table 4. Phonograms Used (Concluded)

| Initial Test | Thirty Lessons Test | Transfer Test |
|--------------------------------|--------------------------------|-----------------------------|
| <u>met</u> | <u>wet</u> | <u>pet</u> |
| <u>nice</u> | <u>mice</u> | <u>slice</u> |
| <u>brick</u> | <u>sick</u> | <u>thick</u> |
| <u>did</u> | <u>hid</u> | <u>slid</u> |
| <u>ride</u> | <u>hide</u> | <u>side</u> |
| <u>bright</u> | <u>right</u> | <u>might</u> |
| <u>skill</u> | <u>still</u> | <u>kill</u> |
| <u>thin</u> | <u>begin</u> | <u>winter</u> |
| <u>grind</u> | <u>kind</u> | <u>find</u> |
| <u>line</u> | <u>nine</u> , <u>fine</u> | <u>mine</u> |
| <u>string</u> , <u>thing</u> | <u>bring</u> | <u>sing</u> |
| <u>wishing</u> , <u>fishes</u> | <u>fishing</u> , <u>dishes</u> | <u>wish</u> , <u>wishes</u> |
| <u>goat</u> | <u>boat</u> | <u>coat</u> |
| <u>along</u> | <u>strong</u> | <u>song</u> , <u>belong</u> |
| <u>stood</u> | <u>wood</u> | |
| <u>took</u> | <u>looking</u> | <u>cook</u> , <u>book</u> |
| <u>those</u> | <u>close</u> | <u>nose</u> |
| <u>hot</u> | <u>got</u> | <u>lots</u> |
| <u>round</u> | <u>ground</u> | <u>found</u> |
| <u>mouth</u> | | <u>south</u> |
| <u>crow</u> | <u>slow</u> | <u>grow</u> , <u>own</u> |
| <u>clown</u> | <u>town</u> | <u>brown</u> |
| <u>sly</u> | <u>cry</u> | <u>sky</u> |

Table 5. Final Blends Used

| Initial Test | Thirty Lessons Test | Transfer Test |
|--------------|---------------------|---------------|
| <u>most</u> | <u>first</u> | <u>best</u> |
| <u>mouth</u> | <u>north</u> | <u>south</u> |

Table 6. Endings Used

| Initial Test | Thirty Lessons Test | Transfer Test |
|----------------|-------------------------|----------------|
| | | <u>winter</u> |
| | | <u>lots</u> |
| <u>fishes</u> | <u>dishes</u> | <u>wishes</u> |
| <u>wishing</u> | <u>looking, fishing</u> | <u>talking</u> |

Words whose meanings are unknown to the child should not be included in the spelling lessons. Words that are not already in a child's speaking and reading

1/ Jessie H. Newlon, Paul E. Hanna, Jean S. Hanna, The Day-by-Day Speller, Textbook Edition, Third Grade, Houghton Mifflin Company, Boston, 1942.

2/ Donald D. Duvall, op. cit., p. 257.

Lessons for Remedial Instruction. The first problem in preparing this series of lessons was two-fold; first, to decide on the number of lessons necessary for this particular study; and second, to determine the number of words to be included in the series of lessons. After a careful review of similar studies it was decided to use fifty words in thirty successive lessons.

The next procedure was the selection of the fifty words which were to be included in the thirty lessons. Since the Newlon-Hanna spelling method is used in the school system of the writer, it seemed advisable not to digress too far from the prescribed course of study. So, twenty-five or half of the words were selected from the Newlon-Hanna Day-by-Day Speller^{1/} for grade three.

It was further decided that the words should be phonetic in form, in order to lend themselves easily to the specific exercises in auditory discrimination and visual perception. So the words were selected according to the standard of selection stated by Durrell^{2/}:

Words whose meanings are unknown to the child should not be included in the spelling lessons. Words that are not already in a child's speaking and reading

^{1/} Jesse H. Newlon, Paul R. Hanna, Jean S. Hanna, The Day-by-Day Speller, Textbook Edition, Third Grade, Houghton Mifflin Company, Boston, 1942.

^{2/} Donald D. Durrell, op. cit., p. 267.

vocabulary will not be used in compositions. Even enrichment drills in word meanings and word recognition will not insure later use of words. It is better to avoid teaching the spelling of words that the child has neither ability nor desire to use.

The first source for the selection of words was the Durrell Remedial Reading Vocabulary for Primary Grades.^{1/}

This list contains ninety per cent of the words ordinarily used in the written compositions of children in the elementary grades.

The second source was Spelling Difficulties in 3876 Words by Gates,^{2/} which lists the words and designates their average grade placement. This is a list of words most frequently chosen by those who make up the textbooks and spelling lists. It, therefore, includes the 3876 words most frequently taught in American classrooms.

The third source was Horn's^{3/} Spelling We Use for the third grade. Horn says:

. . . the words in this speller are selected because they are frequently written in third grade children's compositions and also by older children and adults. So each word has not only a present value but a permanent value.

^{1/} Donald D. Durrell, op. cit., pp.345-354.

^{2/} Arthur I. Gates, Spelling Difficulties in 3876 Words, Bureau of Publications, Teachers College, Columbia University, New York City, 1937, p. 1.

^{3/} Ernest Horn, and E.J. Ashbaugh, Spelling We Use, Textbook, Grade Three, J.B. Lippincott Company, New York, 1946, p. 67.

The twenty-five words selected appeared on each of the three source lists. However, often only the base word was found on one list with derived forms on the other two, yet, the derived form was chosen.

As a result of the research that has been reviewed in Chapter II, the writer prepared a daily procedure for remedial instruction. On the following pages is presented the "Day-by-Day Procedure" which is the procedure that will be used with the experimental group.

After completing a daily procedure, the next step was the preparation of the daily lesson plan for the thirty successive lessons. Since the procedure entails a different plan for each day of the week, the thirty lessons are divided into six weekly lesson plans. The lesson plan for the first week is presented in this chapter. The other lesson plans may be found in Appendix B.

Step 1. Exercises in auditory discrimination.

that is, in "hearing" parts of the word

Step 2. Write the spelling word saying each

letter softly.

Step 3. Repeat Step 2 two more times.

Step 4. Erase.

Step 5. Immediate recall.

Step 6. Exercises in visual perception, that is,

in "seeing" parts of the word.

Step 7. Erase. Repeat Steps 1-7, if word is not mastered.

Daily Procedure

Monday

1. Write the words for the week on the board.
2. Careful and accurate pronunciation of each word by the teacher and pupil.
3. Word enrichment.
4. Exercises in auditory discrimination and visual perception.

Wednesday (fifth and sixth weeks only)

5. Seat work. Copy words from the board. Check for sequence of letters and correct letter formation.

Tuesday

1. Words on the board.
2. Children at the board.
3. With each new spelling word use the following procedure:
 - Step 1. Exercises in auditory discrimination, that is, in "hearing" parts of the word
 - Step 2. Write the spelling word saying each letter softly.
 - Step 3. Repeat Step 2 two more times.
 - Step 4. Erase.
 - Step 5. Immediate recall.
 - Step 6. Exercises in visual perception, that is, in "seeing" parts of the word.
 - Step 7. Erase. Repeat Steps 1-7, if word is not mastered.

Tuesday (continued)

4. Repeat Steps 1-7 on the next word.
5. Now write ____ (word 1) ____ (word 2) etc.
6. Repeat Steps 1-7 on word or words not mastered.
7. Use Steps 1-7 on as many words as possible.
8. Written recall of all the words taught.
9. Note all errors, hesitations, or handwriting difficulties.

Wednesday

1. Words on the board.
2. Children at the board.
3. Written review of Tuesday's words.
4. On words misspelled or hesitated on, use Steps 1-7.
(See Tuesday)
5. Teach the new words in the lesson.
6. Written recall of the day's words.
7. If time permits, review Tuesday's words.
8. Note all errors, hesitations, or handwriting difficulties.

Thursday

1. Words on the board.
2. Children at the board.
3. Written review of all words taught.
4. On words misspelled or hesitated on, use Steps 1-7.
(See Tuesday)
5. Teach the rest of the words for the week, if possible.

Thursday (continued)

6. Quick written recall of the day's words.
7. If lesson is completed, have some fun with the words.
8. Note all errors, hesitations, or handwriting difficulties.

MondayFriday

1. Teach any word that has not been taught from the list.
2. Written recall of week's words in the order of difficulty, that is, as the group experienced difficulty.
3. Correct any persistent error or errors in letter formation.
4. Use additional exercises in auditory discrimination and visual perception according to group needs.
5. Written recall, in the afternoon, using pencil and paper. The words are to be written in column form.
6. Teacher keep check list of individual and group errors.
7. Pupil keeps record of all misspelled words in his "own spelling book".

3) Find the word that is the name of something Mother uses when she cooks. (pan)

3) The name of a part of our body. (head)

4) Mother puts the cake in the oven to ____ (bake)

5) It's fun to ride in one on the water. (boat)

6) Another word for automobile. (car)

Lesson Plan -First Week

Words to be taught (8) bake, boat, head, hid, nine, car,
call, pan

Monday

1. Write the words on the board.
2. Careful and accurate pronunciation by the teacher and pupil.

Procedure:

Teacher points to the word. Our first word is bake. Class say the word. Teacher underlines the word with her hand while the children say it softly and look at it. Mary, will you please say it? John, say it. Point to the second word. The next word is boat. Class repeat. Call on individual children to pronounce word. Continue until all the words have been pronounced. Have it move along rapidly. Make any needed corrections, and give only as many repetitions as are necessary.

3. Word enrichment

Let's have some fun with these words. Here are some riddles. See if you can guess them.

- 1) Who can find a word that is the name of a number? (nine) Yes, nine. Come up, find the word, frame it with both hands, and spell it. looking at it. Use this procedure with each word.

- 2) Find the word that is the name of something Mother uses when she cooks. (pan)

- 3) The name of a part of our body. (head)

- 4) Mother puts the cake in the oven to ____ (bake)

- 5) It's fun to ride in one on the water. (boat)

- 6) Another word for automobile. (car)

3. Word enrichment (continued)

7) When we wish to talk with someone who is at another place we can ____ them up. (call)

8) The boy ____ his new ball from the baby. (hid)

We often say car when we mean automobile. Do you know of any other way in which we use the word car? Let us find in how many different ways we can use it.

Examples: a freight car
a car or coach on a train
a street car
a toy car

See in how many ways we can use the word call.

Examples: to call to someone
to make or pay a call
What will you call the new baby?

Let us see in how many ways we can use head.

Examples: to be at the head of a line.
the head of a pin
to head a committee

4. Omit

5. Seat work. Copy words from the board. Check for sequence of letters and correct letter formation.

Tuesday

Words to be taught bake, boat, head

Words on the board. Children at the board.

Teaching procedure:

1. Our first word is bake.

Step 1.

What letter do you hear at the beginning of these words? Listen carefully.

ball bake boat bee bean

Tuesday (continued)

Step 1. (continued)

Yes, b.

Now listen carefully. What do you hear in these words that sounds the same ?

cake make take bake lake

Ake is right. If no one in the group hears any similarity in sounds, repeat the words over-emphasizing the ake part.

There is a letter that says its own name in ake. Listen and see how many of you can hear it. Repeat, if necessary, until someone hears the long sound of a. There is one letter in ake that doesn't say anything. It is a silent letter, yet, we must remember it when we write it. So let us look at the word bake, say it softly, and try to find the letter that says nothing. The e is right. Repeat directions, if necessary. If no one is able to find it, explain about the silent letter.

Steps 2 and 3.

Now let us write the word bake on the board, saying each letter softly as we write. Ready, b-a-k-e. Good, let us write it again. And once again.

Watch for handwriting difficulties or confusions in letter formations, as l for b, o for a, h for k. If there are any difficulties, begin with Step 2 and continue from there.

Steps 4 and 5.

Erase. Now see how quickly you can write bake.

Step 6.

Watch out. Don't get caught. Ready. Draw a line under the letter that begins like boat, bean, bear, board. Good. Now put a circle around the three letters that say ake, as in lake, take, make, fake. Now be very careful. Put a cross under the letter that doesn't say anything.

Tuesday

Step 7.

Now erase it and look this way. Repeat Steps 1-7, if word has not been mastered.

2. The second word is boat.

Step 1.

What letter do we hear at the beginning of these words ?

bake be bush boat bang

Yes, b.

Listen carefully. See if you can hear a part in each of these words that sounds the same.

coat boat goat throat

Yes, oat. If necessary, repeat the list, over-emphasizing oat in each word.

In all of these words I can hear a letter that says its own name. See if you can hear it, too.

coat boat goat throat

Yes, the o.

Lets' look at the word boat on the board, say it, and see if you can find a letter that says nothing at all. The a is silent.

Steps 2 and 3.

Ready to write boat. Say each letter softly as we write it. Remember the bridge on the b. Already, begin b-o-a-t . Let's do it again. And once more.

Steps 4 and 5.

Erase quickly. Now write boat. Watch for any errors or confusions. If anyone hesitates, notice difficulty and say - Let's erase. Then repeat from Step 1.

Tuesday

3. Step 6.

Be careful. You may need to watch out. Draw a line under the three letters that say oat. Now put a circle around the letter that says its own name. Put a cross under the letter that says nothing.

Step 7.

Erase quickly. Repeat Steps 1-7, if word is not mastered.

Now see how many can write 1) bake -- 2) boat. Note any hesitations, errors, confusions, handwriting difficulties. If the recall is not automatic, repeat any or all of the steps that will erase the error or errors.

3. If time permits, teach head.

Step 1.

What letter do we hear at the beginning of these words ?

home help head him horse

Yes, h. Repeat, if necessary.

These words have a part that rhymes. Listen for the rhyming part.

read bread head spread

Did you hear it ? Ead is right.

Now let us turn to the board and look at the word head. Who will frame the three letters that say ead ? Looking at it, let us all spell softly the three letters that say ead.

Steps 2 and 3.

Write the word head saying each letter softly. Once more. Again. Watch for any errors. Repeat procedure, if necessary.

Tuesday

3. (continued)

Steps 4 and 5.

Now erase. Write head as quickly as you can.

Step 6.

Draw a line under the letter that is the same as you hear at the beginning of him, house, horse. Now draw a circle around the three letters that rhyme with bread, spread, read.

Step 7.

Erase quickly. Check any errors. Repeat Steps 1-7, if there is need.

Ready to write all the words we have learned today.

Write 1) bake -- 2) boat-- 3) head. Make note of individual errors.

Wednesday

Words to be taught hid, nine, car

Words on the board. Children at the board.

Review of Tuesday's words.

- 1) Listen carefully, what do you hear at the beginning of these words ?

beat boat best bail bake

What part of these words rhymes ?

make take rake bake make

In ake what letter says its own name ? There is a letter in ake that says nothing. How many know the letter ? Where is it found ?

Ready, face the board and write bake. Have the children repeat the word before writing it. Now draw a circle around the three letters that say ake. Draw a line under the letter that is silent. Put a cross under the letter that says its own name.

Wednesday

Repeat the initial teaching steps if word is misspelled, or if there is any hesitation.

2. Look this way. Listen. How many can hear what the letter we find at the beginning of these words is ?

best bake bail beat band

These words have a rhyming part. Can you hear the part that rhymes ?

coat boat goat throat

What letter says its own name ?

What letter says nothing ?

Now see if you can write boat. Have children say boat softly before they attempt to write it. Draw a circle around the three letters that say oat. Draw a line under the letter that says nothing. Put a cross under the letter that says its own name.

3. Now turn this way and listen. What letter do you hear at the beginning of these words ?

heat hot house head him

Who can remember the three letters that say ead as in

read, spread, bread, head ?

Ready. Write head. Draw a circle around the three letters that say ead. Erase the words.

Reteach any word that caused difficulty. Use Steps 1-7.

Teaching procedure for the new words:

1. With what letter did head begin? Do you see any word in our lesson for today that begins like head ? The word hid is right.

Step 1.

Listen to these words. They all have one part that sounds the same. See if you can hear it.

did bid hid rid

Wednesday

Teaching procedures for the new words:

1)

Step 1. (continued)

What did you hear ? Let's spell id as Mary frames it. Now spell hid looking at it.

Steps 2 and 3.

Get ready to write hid, saying each letter softly as we write.

Write it again. And once more.

Steps 4 and 5.

Erase and write it once more as quickly as you can.

Step 6.

Draw a line under the letter that is the same as the one found at the beginning of head, him, hot. Now draw a circle around the two letters that say id.

Step 7.

Erase and look up here. If word is not mastered, repeat Steps 1-7.

2) Our next word is nine.

Step 1.

These words all begin the same. With what letter do they begin ?

no nine next near neat

Fine, nine, mine, shine are called rhyming words. Why ? Yes, because they all have a part that says ine. If no one can hear the similarity in sound, repeat the words with an over-emphasis. If necessary, tell them.

Wednesday

2) Step 1

Steps In ine there is a letter that says its own name. Which letter is it ? There is one letter in ine that doesn't say anything. Can you see it ? Have the group look at the word nine to find the silent letter. Let us look at nine and spell it softly.

Steps 2 and 3.

Now write nine saying each letter softly. Let's write it again. Good. Now write it again.

Steps 4 and 5.

Erase quickly and write nine once more.

Step 6.

Be careful or you may get caught. Draw a line under the part in nine that we find at the beginning of no, name, nest. There are three letters that say ine. Draw a circle around them. Put a cross under the letter that says its own name. Draw a line under the letter that is silent.

Step 7.

Now erase.

Ready to write 1) hid-- 2) nine. Watch for errors or any hesitations. Repeat Steps 1-7, if necessary.

- 3) Who can tell us the last word in our lesson ? (car)
Like what other letter does the c sound ? Yes, the letter k. When the letter c sounds like the letter k, we say it is a hard c.

Step 1

In what way are these words alike ?

bar far car star tar

What two letters say ar ?

Wednesday

3)

Steps 2 and 3.

Ready. Write car saying each letter softly.
Write it again. Once more.

Steps 4, 5, and 6.

Now erase and write car again. Watch out. Draw a circle around the two letters that say ar.

Step 7.

Erase.

Ready to write all of today's words. Write 1) hid--
2) nine-- 3) car.

Check and record all errors. Do only as many words as group can master in the allotted time. Carry over any untaught words to the next lesson. If time permits, check on bake, boat, head.

Thursday

Words to be taught: -- call, pan

Words on the board. Children at the board.

Review of Tuesday's and Wednesday's words.

- 1) I'm thinking of a word in our spelling this week that begins like best, bean, bath. Can you guess what it is ? (bake or boat) For bake continue thus. I know a word that rhymes with bake. Do you know one ? Have several give rhyming words.

What three letters say ake ?

Ready. Write bake. Draw a circle around the three letters that say ake.

Thursday

- 2) There is another word that begins like bake, beat, been, bath. What is it? (boat). Use first whichever word is volunteered. I'm thinking of the name of an animal that rhymes with boat. Can you guess it? (goat)

What three letters say oat?

Now write boat. Draw a circle around the three letters that say oat. Put a cross under the letter that says its own name. Draw a line under the letter that says nothing.

- 3) We had a word that rhymes with read, bread, and spread. What was it? (head)

What three letters say ead?

Quickly write head. Draw a circle around the three letters that say ead.

- 4) There's another word that begins like head. How many can remember it? (hid) In hid, did, bid, what two letters say id?

Write hid. Circle the two letters that say id.

- 5) What letter do we hear at the beginning of the words no, nine, nest?

In what way are fine, line, mine, nine alike? In ine what letter says its own name? What letter says nothing? Where does the e go?

Now write nine. Draw a line under the letter that says its own name. Circle the letter that says nothing.

- 6) Listen carefully. In these words what two letters say ar?

far bar car star tar

Write car. Circle the two letters that say ar.

Now erase all of the words. If there are any errors or hesitations, reteach words using Steps 1-7.

Steps 4, 5, and 6.

Now erase and see if you can write car. Draw a circle around the part that says ar.

Thursday

Teaching procedure for the new words:

- 1) Today we have a new word that begins like car. What is it? In what way is call like car? Yes, it begins with c. What other letter sounds like this c? When a c sounds like the letter k, what kind of a c do you call it?

Step 1.

Why are these words called rhyming words?

tall fall hall wall call

What three letters say all?

Steps 2 and 3.

Write call, saying each letter softly. Write it again. Once more.

Steps 4, 5, and 6.

Erase and see how many can write call correctly. Circle the three letters that say all.

Step 7.

Erase. Check all errors.

- 2) Our last word is pan.

Step 1.

Look up here and listen. With what letter do these words begin?

pet pan pen pot put

Do you know what two letters say an?

Steps 2 and 3.

Write pan, saying each letter softly. Let us do it together two more times.

Steps 4, 5, and 6.

Now erase and see if you can write pan. Draw a circle around the part that says an.

Thursday

2)

Step 7.

Erase, and write 1) call-- 2) pan.

Watch for errors or hesitations and reteach either word, if necessary.

If time permits, review as many words as possible.

Friday

Teach any word that has not been taught.

Teaching procedure:

Now ready to see how many can write correctly all the spelling words we have learned this week. You must be careful, for there are some directions to follow. (The directions are simple in order to avoid any confusions).

- 1) I am thinking of a word that is the name of a number.
(nine)

Ready. Write nine. Wait until everyone has written nine before giving the next direction. Note those who are slow in speed of handwriting.

Draw a circle around the three letters that say ine. Put a cross under the letter that says nothing.

- 2) What word is the name of a part of the body ? (head)

Write head. Be careful. Circle the three letters that say ead.

- 3) There is a word that rhymes with tall, wall, ball.
(call)

Write call. Circle the three letters that say all.

- 4) Something Mother uses when she cooks. (pan)

Write pan. Draw a circle around the two letters that say an.

Friday

- 5) We ride in one when we are on the water. (boat)

Write boat. There are three letters that say oat. Circle them. Draw a line under the letter that is silent.

- 6) Mother has to do it when she makes a cake. (bake)

Now write bake. Bake rhymes with rake, make, take. Circle the three letters that sound the same in all these words. Put a cross under the letter that says its own name.

- 7) Another word we use in place of automobile. (car)

Write car. Circle the two letters that say ar.

- 8) A word that rhymes with did, lid, bid. (hid)

Now write hid. Circle the two letters that say id.

This review should be done as quickly as possible. If so, the children will feel that it is fun, and the teacher can check automatic responses. Let all those who know the words take their seats. Work with those who need more practice.

Test - This is to be administered in the afternoon. The pupils use pencil and paper.

Directions: Teachers says the word. Then uses it in a sentence. The pupils repeat the word. Then write it. If for any reason a pupil fails to understand the word, repeat it for him. Give sufficient writing time so that no pupil will feel hurried.

1. pan - The pan was made of tin. pan
2. call - I will call you today. call
3. bake - Mother likes to bake pie. bake
4. hid - The baby hid his toys. hid
5. nine - He has nine pennies in his bank. nine

Friday

Test (continued)

6. car - They rode to school in a car. car

7. head - The head is a part of the body. head

8. boat - It is fun to ride in a boat. boat

The score equals the number right. Eight is the highest score possible. The teacher should keep a list of both group and individual errors.

The pupil should record any misspelled word in his own spelling book.

All errors should be corrected.

Selection and Status of population. Thirteen third grade teachers were selected by a random-sampling from a class of in-service teachers in an urban university to participate in the conduct of this experiment. They represented three metropolitan areas and five suburban towns. The children represented a selected group, since only those in the lower quartile in spelling achievement in grade three were to be included in the corrective program. A total of one hundred four children, sixty-eight boys and thirty-six girls were selected for the experiment.

Teaching procedure. On Tuesday, October 7, 1947, the writer met with the teachers who were to participate in the experiment of this study. The purpose and plan of the experiment were discussed in detail. Each teacher received a sheet entitled "General Directions" which was carefully read, and explained. This afforded opportunity for the asking of questions pertinent to the teaching procedure. A copy of these directions follows.

1. The Initial Test is to be administered before the initiation of the experiment. It may be administered in either one or two periods. It is suggested that it be given on Wednesday, October 8. If it is to be given in two periods, the second part will be given on Thursday, October 9. Enter scores on chart in the "Initial Test" column.
2. The experiment will then start on Tuesday, October 14, and continue for thirty successive lessons.
3. The lessons, as outlined, must be followed without any deviation, except as suggested in the weekly lesson plans.

General Directions

1. In this envelope you will find the following materials:
 - a. Sheet entitled "General Directions"
 - b. Information and score card.
 - c. Outline of the "Day-by-Day Procedure".
 - d. Lesson Plan- First Week, Second Week, Third Week, Fourth Week, Fifth Week, and Sixth Week.
 - e. An Initial Test.
 - f. A Thirty Lessons Test.
 - g. A Transfer Test.
2. This series of thirty lessons is for the purpose of trying to help that small group of children, found in every classroom who have not achieved in spelling.
3. The experiment covers a period of six weeks. Half the group will be taught spelling by the method outlined. The other half of the group will use the same words, but will be taught them by the method employed regularly in the school. This plan will be followed for three weeks. The group who followed the lessons of the outline will then be taught by the method used in the school. The other group who have been following the method used in the school will now be taught by the method outlined. This plan will be followed for three weeks.
4. The group using the series of lessons outlined in the experiment will be the experimental group. The group taught by the method used regularly in the school will be the control group.
5. The Initial Test is to be administered before the initiation of the experiment. It may be administered in either one or two periods. It is suggested that it be given on Wednesday, October 8. If it is to be given in two periods, the second part will be given on Thursday, October 9. Enter scores on chart in the "Initial Test" column.
6. The experiment will then start on Tuesday, October 14, and continue for thirty successive lessons.
7. The lessons, as outlined, must be followed without any deviation, except as suggested in the weekly lesson plans.

8. Administer the Thirty Lessons Test on the day following the last lesson. If the test is given in two periods, complete the test the following day. Every child who was a member of the group must take the test. Enter scores on chart in the "Thirty Lessons Test" column.
9. Administer the Transfer Test on the day following the completion of the Thirty Lessons Test. If given in two periods, complete testing the following day. Enter scores on chart in the "Transfer Test" column.
10. On back of score sheet, write any comment that will aid in the analysis of data.

The "Information and Score Card" was discussed next.

This asked for the following data:

1. Name of school
2. Address of school
3. Name of teacher
4. Method of spelling regularly used
5. Names of pupils
6. Date of birth
7. Sex
8. Initial Test Scores
9. Thirty Lessons Test Scores
10. Transfer Test Scores
11. Weekly Test Scores

A copy of this chart may be found in Appendix C.

The writer than read the Day-by-Day Procedure which may be found on Page 35. This afforded each teacher an over-all view of the problem. Then, the Lesson Plan for the first week was read and explained, step-by-step, just as the participating teachers would present the materials to their groups.

Each of the three tests, with directions for administering and scoring, was explained so that opportunity was afforded each teacher to ask any question necessary for the conduct

of the experiment.

The results of the tests have been studied carefully, and an analysis of the data may be found in Chapter IV of this study.

The data were analyzed to study the effect that remedial spelling exercises, which emphasized auditory, visual, and kinesthetic factors, had on:

1. The spelling achievement of the lower quartile group.
2. The ability to transfer learning to new spelling situations.
3. Sex differences.

In early October, preceding the experiment, a preliminary spelling achievement test was administered. At the completion of the experiment, a second spelling test was administered, followed by a third test to determine the extent, if any, of the transfer of learning. Samples of these three tests with directions for administering and scoring, may be found in Appendix A. The results of these three tests follow in Table 7.

Table 7. Results of Spelling Achievement Tests

| Test | No. of Pupils | No. of Words | Mean | S.D. |
|----------------|---------------|--------------|------|-------|
| Initial | 104 | 50 | 11.9 | 8.03 |
| Thirty Lessons | 104 | 50 | 33.4 | 11.51 |
| Transfer | 104 | 50 | 22.7 | 11.69 |

CHAPTER IV

ANALYSIS OF DATA

The data were analyzed to study the effect that remedial spelling exercises, which emphasized auditory, visual, and kinaesthetic factors, had on:

1. The spelling achievement of the lower quartile group.
2. The ability to transfer learning to new spelling situations.
3. Sex differences.

In early October, preceding the experiment, a preliminary spelling achievement test was administered. At the completion of the experiment, a second spelling test was administered, followed by a third test to determine the extent, if any, of the transfer of learning. Samples of these three tests with directions for administering and scoring, may be found in Appendix A. The results of these three tests follow in Table 7.

Table 7. Results of Spelling Achievement Tests

| Test | No. of Pupils | No. of Words | Mean | S.D. |
|----------------|---------------|--------------|------|-------|
| Initial | 104 | 50 | 11.9 | 8.03 |
| Thirty Lessons | 104 | 50 | 32.4 | 11.31 |
| Transfer | 104 | 50 | 22.7 | 11.59 |

It is obvious from Table 7 that marked gains were made in spelling achievement in the six week period between the Initial Test and the Thirty Lessons Test, since the mean scores are 11.9 and 32.4 respectively. There is an evident ability to transfer spelling learning, if the mean scores of the Initial Test (11.9) and the Thirty Lessons Test (32.4) are compared with that of the Transfer Test (22.7).

Table 8 shows a comparison of the results of the initial and second spelling achievement tests.

Table 8. Comparison of the Total Scores on the Initial and Thirty Lessons Test

| Test | No. of Pupils | No. of Words | Mean | S.D. | S.E. M. | S.E. Diff. | C.R. |
|----------------|---------------|--------------|------|-------|---------|------------|---------|
| Initial | 104 | 50 | 11.9 | 8.03 | .79 | 20.5 | 1.36 15 |
| Thirty Lessons | 104 | 50 | 32.4 | 11.31 | 1.11 | | |

Table 8 shows the mean score of the Initial Test was 11.9 compared to 32.4 for the Thirty Lessons Test. The critical ratio of 15 indicates that the difference was statistically significant in favor of the Thirty Lessons Test. However, the administration of the Initial Test preceded the experiment, while the Thirty Lessons Test was administered immediately following the completion of the experiment and, in addition, consisted of the actual words in the thirty remedial lessons. As a result, the Thirty

Lessons Test has been affected by practice.

Table 9 shows a comparison of the results of the initial and the transfer tests in spelling.

Table 9. Comparison of the Total Scores on the Initial and Transfer Tests

| Test | No. of Pupils | No. of Words | Mean | S.D. | S.E. M. | S.E. Diff. | C.R. |
|----------|---------------|--------------|------|-------|---------|------------|------|
| Initial | 104 | 50 | 11.9 | 8.03 | .79 | 10.8 | 7.8 |
| Transfer | 104 | 50 | 22.7 | 11.59 | 1.14 | | |

Table 9 shows the mean score of the Initial Test was 11.9 compared to 22.7 for the Transfer Test. The critical ratio being 7.8, this difference was statistically significant in favor of the Transfer Test. The Initial Test preceded the experiment, while the Transfer Test followed the remedial teaching lessons.

Table 10 shows a comparison of the results of the thirty lessons and the transfer tests.

Table 10. Comparison of the Total Scores on the Thirty Lessons and the Transfer Tests

| Test | No. of Pupils | No. of Words | Mean | S.D. | S.E. M. | S.E. Diff. | C.R. |
|----------------|---------------|--------------|------|-------|---------|------------|------|
| Thirty Lessons | 104 | 50 | 32.4 | 11.31 | 1.11 | 9.7 | 6.1 |
| Transfer | 104 | 50 | 22.7 | 11.59 | 1.14 | | |

Lessons Test has been affected by practice.

Table 9 shows a comparison of the results of the Initial and the transfer tests in spelling.

Table 9. Comparison of the Total Scores on the Initial and Transfer Tests

| Test | No. of Pupils | No. of Words | Mean | S.D. | S.E. | N. Diff. | S.E. | C.R. |
|----------|---------------|--------------|------|------|------|----------|------|------|
| Initial | 104 | 50 | 11.9 | 2.02 | .79 | 10.8 | 1.89 | 7.8 |
| Transfer | 104 | 50 | 12.7 | 1.59 | 1.14 | | | |

Table 9 shows the mean score of the Initial Test was 11.9 compared to 12.7 for the Transfer Test. The critical ratio being 7.8, this difference was statistically significant in favor of the Transfer Test. The Initial Test preceded the experiment, while the Transfer Test followed the remedial teaching lessons.

Table 10 shows a comparison of the results of the thirty lessons and the transfer tests.

Table 10. Comparison of the Total Scores on the Thirty Lessons and the Transfer Tests

| Test | No. of Pupils | No. of Words | Mean | S.D. | S.E. | N. Diff. | S.E. | C.R. |
|----------------|---------------|--------------|-------|------|------|----------|------|------|
| Thirty Lessons | 104 | 50 | 11.81 | 1.11 | 9.7 | 1.89 | 6.1 | |
| Transfer | 104 | 50 | 12.7 | 1.59 | 1.14 | | | |

Table 10 shows the mean score of the Thirty Lessons Test was 32.4 compared to 22.7 for the Transfer Test. The critical ratio of 6.1 shows that the difference was statistically significant in favor of the Thirty Lessons Test. However, the words used in the Thirty Lessons Test were the actual words studied in the thirty remedial lessons. Therefore, a higher mean score could be expected. The Transfer Test was more difficult in that it required the transference of learning to a new situation. So, a lower mean score could be expected.

FIGURE 1 shows the distribution of scores for the three spelling achievement tests. The range for the initial test was from 0 to 40, for the test following the thirty lessons from 0 to 50, and for the transfer test from 0 to 50. (See page 61).

Table 11 shows the sex differences in the mean spelling scores obtained on the initial test.

Table 11. Comparison of Sex Differences on the Initial Test

| Group | No. of Pupils | No. of Words | Mean | S.D. | S.E. M. | S.E. Diff. | C.R. |
|-------|---------------|--------------|-------|------|---------|------------|------|
| Boys | 68 | 50 | 11.85 | 8.44 | 1.02 | .23 | 1.57 |
| Girls | 36 | 50 | 12.08 | 7.17 | 1.20 | | .15 |

Table 11 shows the mean score for the boys was 11.85 compared to 12.08 for the girls. The critical ratio of .15 shows that this difference is not statistically significant. The chances are 32 in 100 that this is a true difference in

Figure I

Distribution of the Spelling Scores in the
Initial, Thirty Lessons, and Transfer Tests

FIGURE I

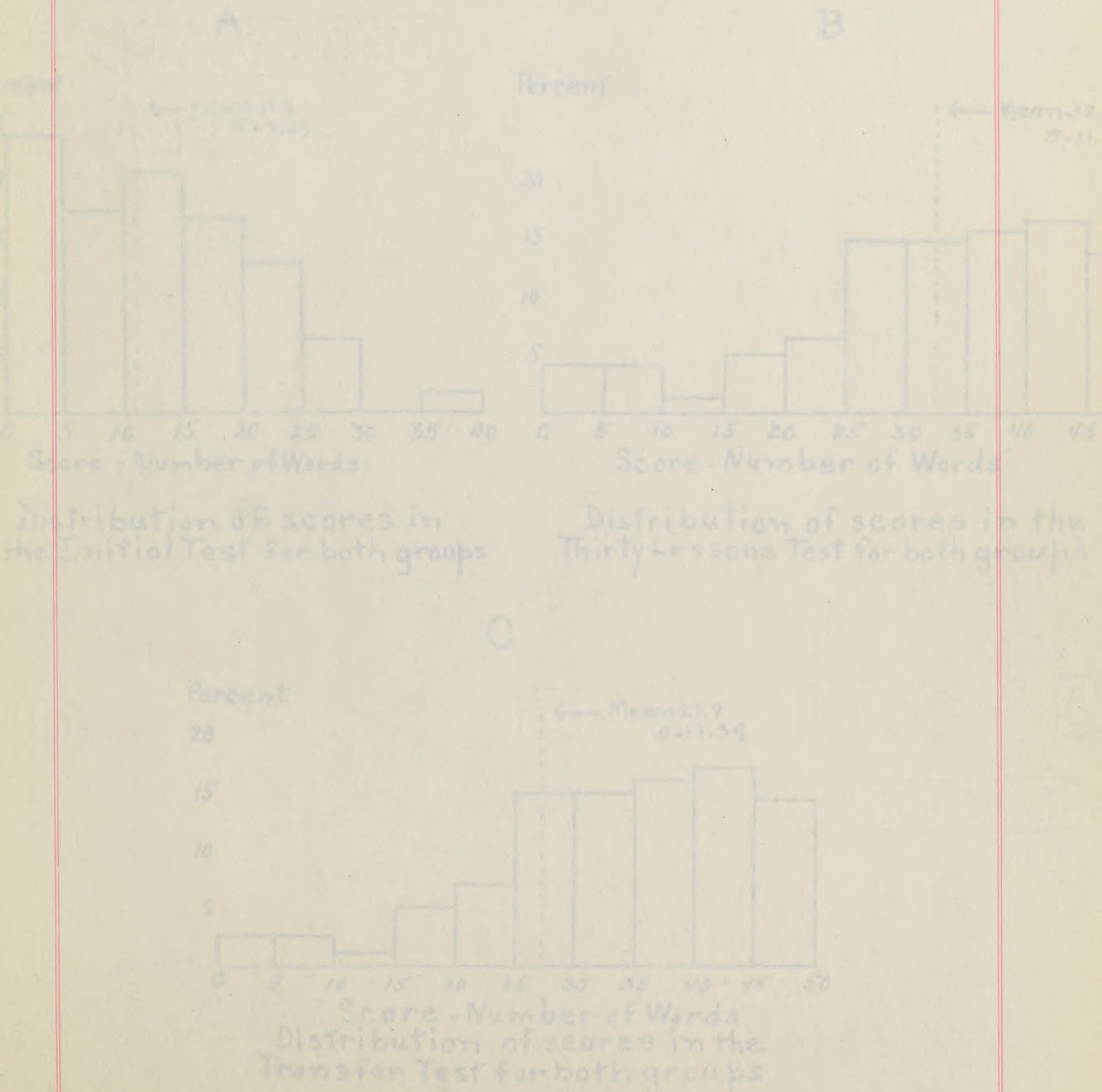
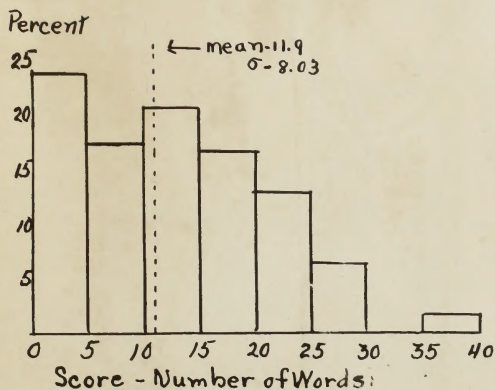


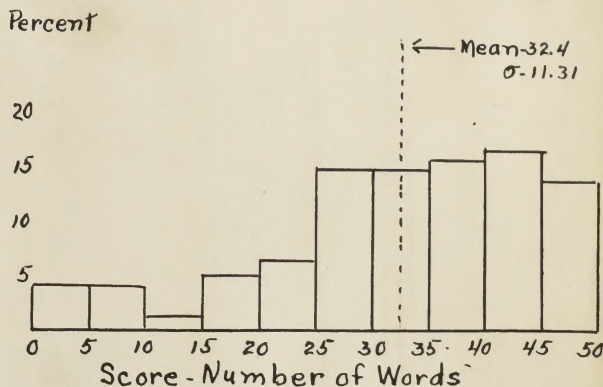
Figure I
Distribution of the Spelling Scores in the
Initial, Thirty Lessons, and Transfer Tests

A



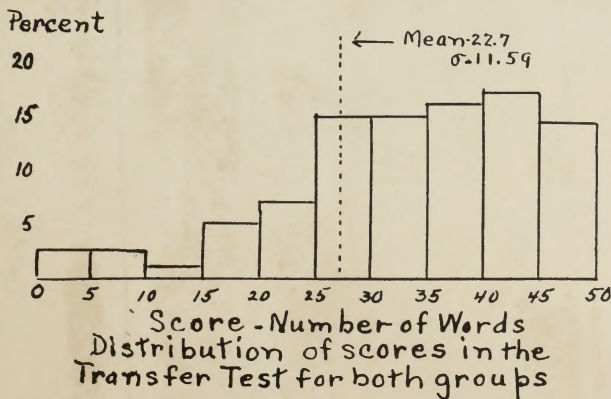
Distribution of scores in
the Initial Test for both groups

B



Distribution of scores in the
Thirty Lessons Test for both groups

C



favor of the girls. However, the small difference between the means shows that the two groups were about equal in spelling achievement at the beginning of the experiment.

Table 12 shows the sex differences in the mean spelling scores obtained on the test on the thirty lessons.

Table 12. Comparison of Sex Differences on the Thirty Lessons Test

| Group | No. of Pupils | No. of Words | Mean | S.D. | S.E. M. | S.E. Diff. | C.R. |
|-------|---------------|--------------|-------|-------|---------|------------|------|
| Boys | 68 | 50 | 31.85 | 12.01 | 1.46 | 1.20 | 2.17 |
| Girls | 36 | 50 | 33.05 | 9.68 | 1.61 | | .6 |

Table 12 shows the mean score for the boys was 31.85 as compared to 33.05 for the girls. The critical ratio of .6 shows that this difference is not statistically significant. The chances are 45 in 100 that this is a true difference in favor of the girls.

Table 13 shows the sex differences in the mean spelling scores obtained on the transfer test.

Table 13. Comparison of Sex Differences on the Transfer Test

| Group | No. of Pupils | No. of Words | Mean | S.D. | S.E. M. | S.E. Diff. | C.R. |
|-------|---------------|--------------|-------|-------|---------|------------|------|
| Boys | 68 | 50 | 21.06 | 12.13 | 1.47 | 2.05 | 2.29 |
| Girls | 36 | 50 | 23.11 | 10.51 | 1.75 | | .9 |

Table 13 shows the mean score for the boys was 21.06 compared to 23.11 for the girls. The critical ratio of .9

shows that this difference is not statistically significant. The chances are 63 in 100 that this is a true difference in favor of the girls.

The differences in the three spelling achievement tests have not been significant, yet, the girls have a slight advantage over the boys in each of the tests.

Table 14 shows a comparison of the total spelling scores for six weeks for both groups.

Table 14. Comparison of Total Spelling Scores for Six Weeks for Both Groups

| Group | Time | No. of Pupils | No. of Words | Mean | S.D. | S.E. M. | S.E. Diff. | C.R. |
|--------------|---------------|---------------|--------------|-------|------|---------|----------------|------|
| Experimental | First 3 weeks | 51 | 50 | 43.60 | 4.58 | .64 | | |
| | Last 3 weeks | 53 | | | | | 7.29 1.05 6.94 | |
| Control | First 3 wks. | 53 | 50 | 36.31 | 5.96 | .83 | | |
| | Last 3 wks. | 51 | | | | | | |

Table 14 shows the mean score for the experimental group for the six weeks was 43.60 as compared to 36.31 for the control group. The critical ratio of 6.94 shows that this difference is statistically significant in favor of the experimental group.

Table 15 shows a comparison of the total mean spelling scores obtained by the experimental and the control groups for the first and the last 3 weeks.

Table 15. Comparison of Total Spelling Scores for First and Last Three Weeks for Both Groups

| Group | Time | No. of Pupils | No. of Words | Mean | S.D. | S.E. M. Diff. | S.E. Diff. | C.R. |
|-------------------|-----------------|---------------|--------------|-------|------|------------------|---------------|-----------|
| Experi- mental | First 3 wks. | 51 | 24 | 21.76 | 3.58 | .51 | 3.58 | .92 3.89 |
| Control | First 3 wks. | 53 | 24 | 18.18 | 5.41 | .76 | | |
| Experi- mental | Last 3 wks. | 53 | 26 | 21.83 | 5.25 | .73 | 3.71 | 1.17 3.17 |
| Control | Last 3 wks. | 51 | 26 | 18.12 | 6.45 | .91 | | |

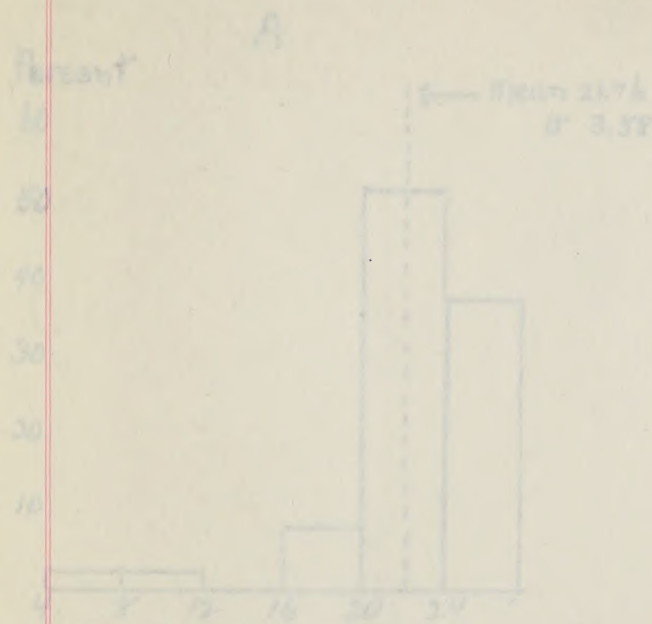
Table 15 shows the mean score for the experimental group for the first three weeks was 21.76 as compared to 18.18 for the control group. The critical ratio of 3.89 shows that this difference is statistically significant, in favor of the experimental group.

The mean score for the experimental group for the last three weeks was 21.83 as compared to 18.12 for the control group. The critical ratio of 3.17 shows that this difference is statistically significant, in favor of the experimental group.

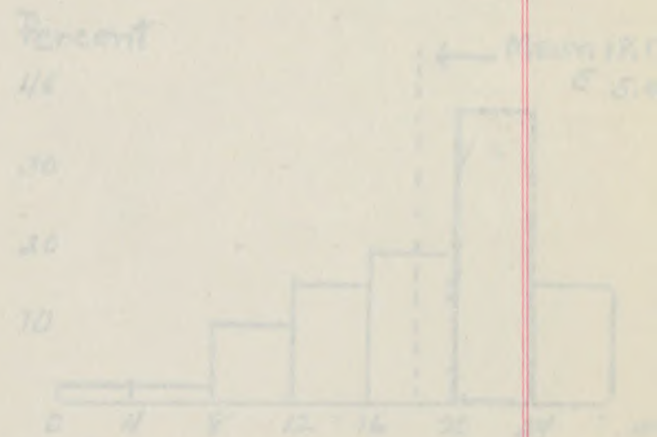
Figure II shows the distribution of spelling scores for the experimental and the control groups for the first and the last three weeks. The range of scores for the experimental group for the first three weeks was from 4 to 24, and for the control group from 0 to 24. For the last three weeks the range of scores for the experimental group was from 5 to

Distribution of Scores in the Remedial Exercises

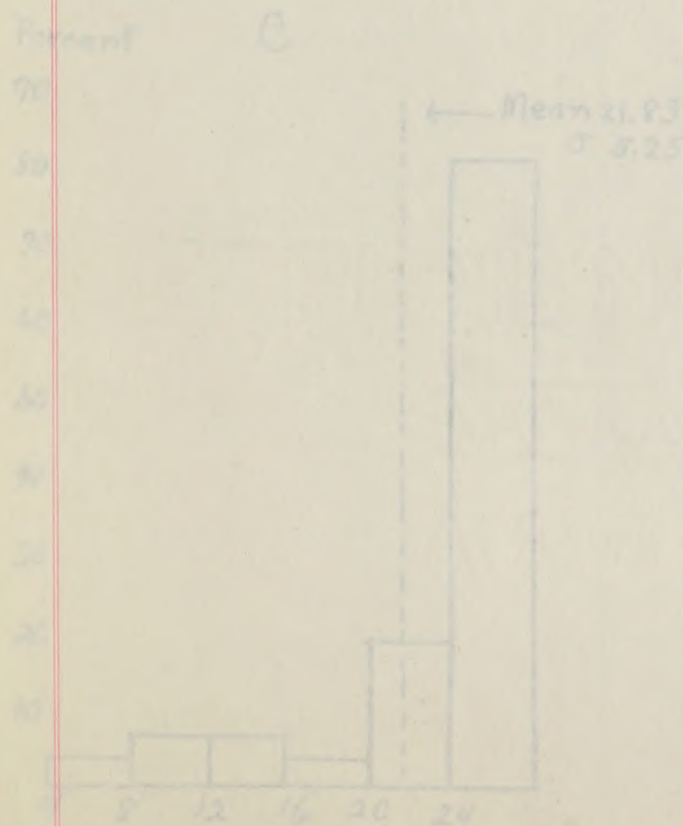
FIGURE II



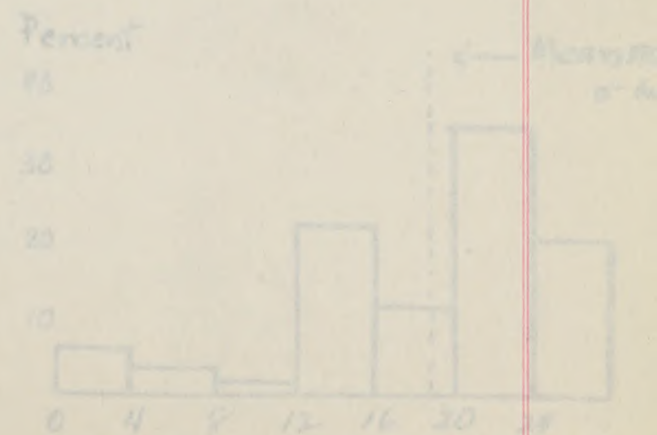
Score - number of words
Distribution of total spelling
scores of Experimental Group
for first three weeks



Score - number of words
Distribution of total spelling
scores of Control Group for
first three weeks



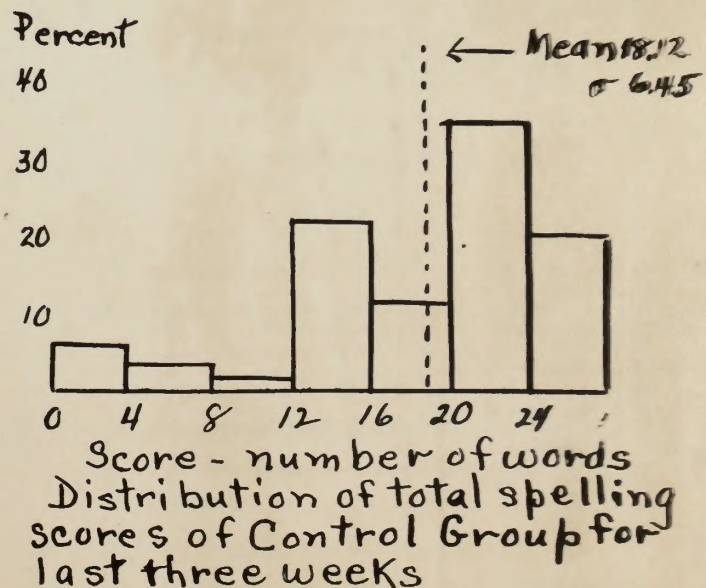
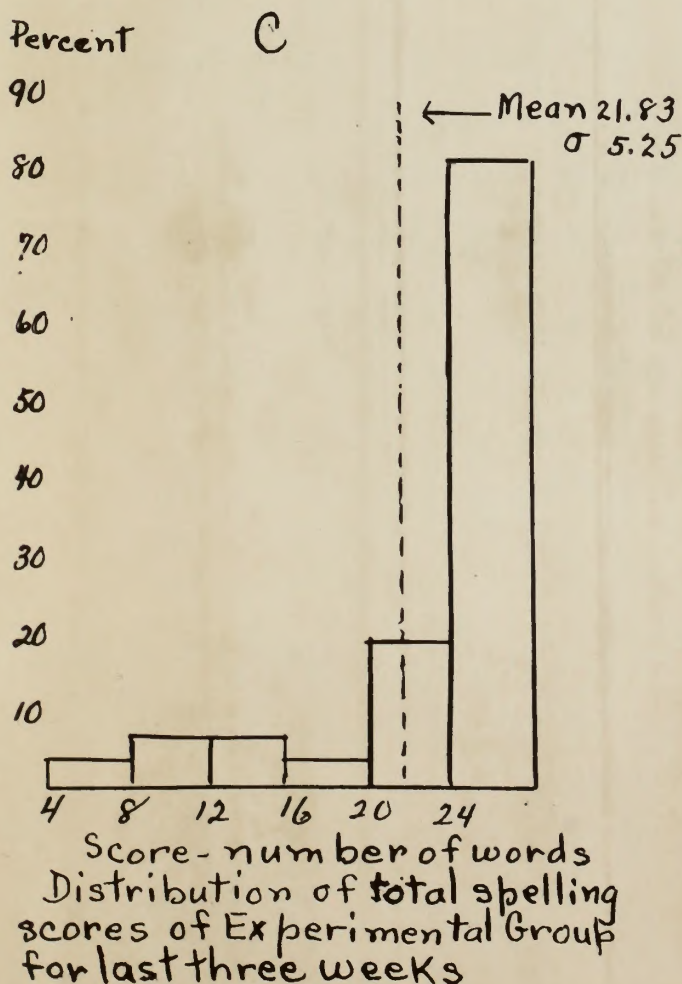
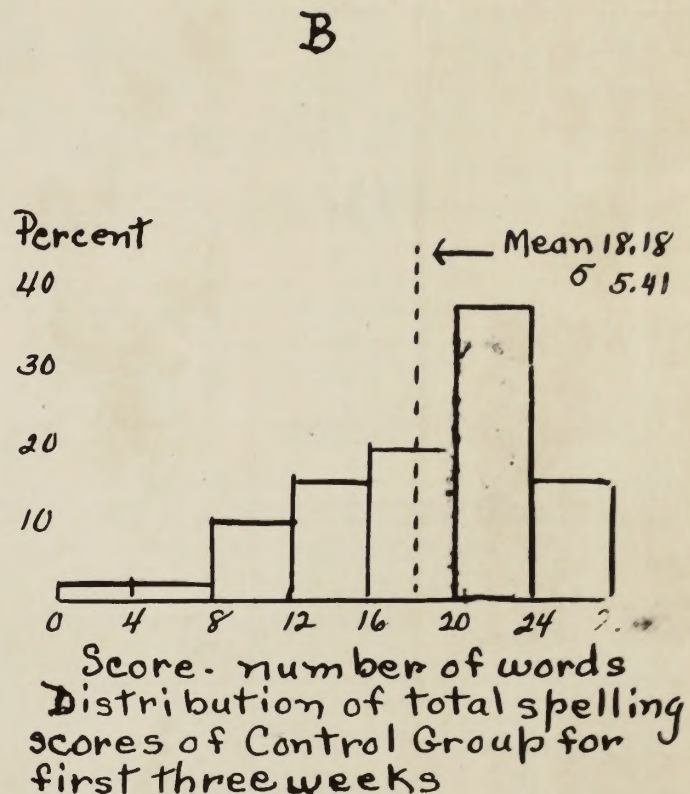
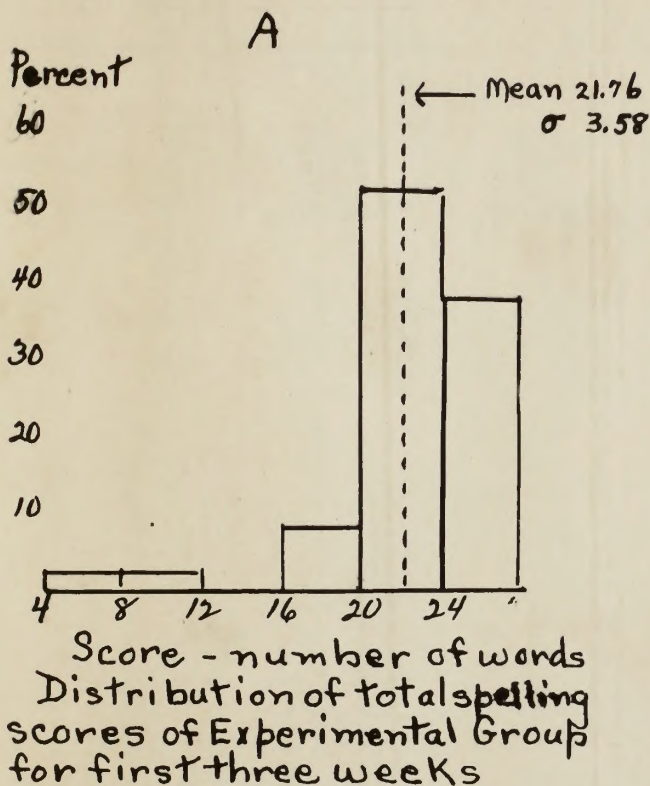
Score - number of words
Distribution of total spelling
scores of Experimental Group
for last three weeks



Score - number of words
Distribution of total spelling
scores of Control Group for
last three weeks

Figure II

Distribution of Scores in the Remedial Exercises



to 26, and for the control group from 0 to 26. The distributions show higher scores for the experimental groups.

Table 16 shows a comparison of the mean spelling scores for the experimental group for the first and last three weeks.

Table 16. Comparison of Spelling Scores for Six Weeks for Experimental Group

| Time | Mean | S.E. M. | Diff. | S.E. Diff. | C.R. |
|-----------------|-------|------------|-------|---------------|------|
| First 3 wks. | 21.76 | .51 | .07 | .88 | .08 |
| Last 3 wks. | 21.83 | .73 | | | |

Table 16 shows the mean scores for the first three weeks was 21.76 as compared to 21.83 for the last three weeks. The critical ratio of .08 is not statistically significant. There are only six chances in 100 that there is a difference in favor of the experimental group for the last three weeks.

Table 17 shows a comparison of the mean spelling scores for the control group for the first and last three weeks.

Table 17. Comparison of Spelling Scores for Six Weeks for Control Group

| Time | Mean | S.E. M. | Diff. | S.E. Diff. | C.R. |
|-----------------|-------|------------|-------|---------------|------|
| First 3 wks. | 18.18 | .76 | .06 | 1.41 | .04 |
| Last 3 wks. | 18.12 | .91 | | | |

Table 17 shows the mean score for the first three weeks was 18.18 as compared to 18.12 for the last three weeks. The critical ratio of .04 is not statistically significant. There are only three chances in 100 that there is a difference in favor of the control group of the first three weeks.

Table 18 shows a comparison of the sex differences in the total mean spelling scores of the experimental group for six weeks.

Table 18. Comparison of Sex Differences in the Spelling Scores for Experimental Groups for Six Weeks

| Sex | Time | No. of Pupils | No. of Words | Mean | S.D. | S.E. M. Diff. | S.E. Diff. | C.R. |
|-------|--------------|---------------|--------------|-------|------|------------------|---------------|-----------|
| Boys | First 3 wks. | 36 | 50 | 42.91 | 4.93 | .85 | 3.09 | 1.24 2.49 |
| | Last 3 weeks | 32 | | | | | | |
| Girls | First 3 wks. | 15 | 50 | 46.00 | 3.78 | .89 | | |
| | Last 3 wks. | 21 | | | | | | |

Table 18 shows the mean score for the boys in the experimental group for the six weeks was 42.91 as compared to 46.00 for the girls. The critical ratio of 2.49 is not statistically significant. However, the chances are 98 in 100 that this is a true difference in favor of the girls.

Table 19 shows a comparison of sex differences in the mean spelling scores of the experimental group for the first and last three weeks.

Table 19. Comparison of Sex Differences in the Spelling Scores for the Experimental Groups for the First and Last Three Weeks

| Sex | Time | No. of Pupils | No. of Words | Mean | S.D. | S.E. M. | Diff. | S.E. Diff. | C.R. |
|-------|--------------|---------------|--------------|-------|------|---------|-------|------------|------|
| Boys | First 3 Wks. | 36 | 24 | 21.89 | 4.11 | .69 | .91 | .77 | 1.20 |
| Girls | First 3 Wks. | 15 | 24 | 22.80 | 1.28 | .34 | | | |
| Boys | Last 3 Wks. | 32 | 26 | 20.97 | 5.66 | 1.14 | 2.17 | 1.49 | 1.46 |
| Girls | Last 3 Wks. | 21 | 26 | 23.14 | 4.83 | 1.08 | | | |

Table 19 shows the mean score for the boys in the experimental group for the first three weeks was 21.89 as compared to 22.80 for the girls. The critical ratio of 1.20 is not statistically significant, yet, the chances are 77 in 100 that this is a true difference in favor of the girls.

The mean score for the boys for the last three weeks was 20.97 as compared to the score for the girls of 23.14. The critical ratio of 1.46 is not statistically significant, yet, the chances are 85 in 100 that this is a true difference in favor of the girls.

Table 20 shows a comparison of the sex differences in the total mean spelling scores of the control groups for the six weeks.

Table 19. Comparison of Sex Differences in the Spelling Scores for the Experimental Groups for the First and Last Three Weeks

| Sex | Time | No. of Pupils | No. of Words | Mean | S.D. | S.E. | W.D. | W.D. | C.E. |
|-------|--------|---------------|--------------|-------|------|------|------|------|------|
| Boys | First | 36 | 24 | 21.89 | 4.11 | .69 | | | |
| | 3 Wks. | | | | | | | | |
| Girls | First | 18 | 24 | 22.80 | 1.28 | .34 | | | |
| | 3 Wks. | | | | | | | | |
| Boys | Last | 32 | 28 | 20.97 | 5.65 | 1.14 | | | |
| | 3 Wks. | | | | | | | | |
| Girls | Last | 21 | 28 | 23.14 | 4.83 | 1.08 | | | |
| | 3 Wks. | | | | | | | | |

Table 19 shows the mean score for the boys in the experimental group for the first three weeks was 21.89 as compared to 22.80 for the girls. The critical ratio of 1.20 is not statistically significant, yet, the chances are 77 in 100 that this is a true difference in favor of the girls.

The mean score for the boys for the last three weeks was 20.97 as compared to the score for the girls of 23.14. The critical ratio of 1.46 is not statistically significant, yet, the chances are 85 in 100 that this is a true difference in favor of the girls.

Table 20 shows a comparison of the sex differences in the total mean spelling scores of the control groups for the six weeks.

Table 20. Comparison of Sex Differences in the Spelling Scores for the Control Groups for Six Weeks

| Sex | Time | No. of Pupils | No. of Words | Mean | S.D. | S.E. M. | S.E. Diff. | C.R. |
|-------|--------|---------------|--------------|-------|------|---------|------------|------|
| Boys | First | 32 | 50 | 36.38 | 6.04 | 1.04 | | |
| | 3 wks. | | | | | | | |
| | Last | 36 | | | | | .21 | .12 |
| | 3 wks. | | | | | | 1.71 | |
| Girls | First | 21 | 50 | 36.17 | 5.77 | 1.36 | | |
| | 3 wks. | | | | | | | |
| | Last | 15 | | | | | | |
| | 3 wks. | | | | | | | |

Table 20 shows the mean score for the boys in the control group for the six weeks was 36.38 as compared to 36.17 for the girls. The critical ratio of .12 is not statistically significant and shows a very slight difference in favor of the boys. The chances are only 8 in 100 that this is a true difference.

Table 21 shows a comparison of the sex differences in the mean spelling scores of the control group for the first and last three weeks.

Table 21. Comparison of Sex Differences in the Spelling Scores for the Control Groups for the First and Last Three Weeks

| Sex | Time | No. of Pupils | No. of Words | Mean | S.D. | S.E. M. | S.E. Diff. | C.R. |
|-------|--------|---------------|--------------|-------|------|---------|------------|------|
| Boys | First | 32 | 24 | 17.97 | 5.42 | .97 | | |
| | 3 wks. | | | | | | .55 | .35 |
| Girls | First | 21 | 24 | 18.52 | 5.58 | 1.25 | | |
| | 3 wks. | | | | | | | |
| Boys | Last | 36 | 26 | 18.39 | 6.74 | 1.14 | | |
| | 3 wks. | | | | | | .92 | .48 |
| Girls | Last | 15 | 26 | 17.47 | 5.64 | 1.50 | | |
| | 3 wks. | | | | | | | |

Table 21 shows the mean score for the boys of the control group for the first three weeks was 17.97 as compared to 18.52 for the girls. The critical ratio of .35 is not significant, for the chances are only 27 in 100 that this is a true difference in favor of the girls.

The mean score for the boys of the control group for the last three weeks was 18.39 as compared to 17.47 for the girls. The critical ratio of .48 is not significant, for the chances are only 37 in 100 that this is a true difference in favor of the boys.

Table 22 shows a comparison of the total scores of both groups obtained from the results of the Thirty Lessons Test. The words taught by the experimental method will be compared to the words taught by the control method by using the results of the scores made on the Thirty Lessons Test which are the same words as those in the thirty remedial lessons.

Table 22. Comparison of Total Spelling Scores for Six Weeks for Both Groups Obtained from the Thirty Lessons Test

| Group | Time | No. of Pupils | No. of Words | Mean | S.D. | S.E. M. | Diff. | S.E. Diff. | C.R. |
|--------------|--------------|---------------|--------------|-------|------|---------|-------|------------|------|
| Experimental | First 3 wks. | 41 | 50 | 30.62 | 6.14 | .95 | | | |
| | Last 3 wks. | 42 | | | | | 1.59 | 1.31 | 1.21 |
| Control | First 3 wks. | 42 | 50 | 29.03 | 5.77 | .90 | | | |
| | Last 3 wks. | 41 | | | | | | | |

Table 22 shows the mean score for the six weeks for the experimental group obtained from the results of the Thirty Lessons Test was 30.62 as compared to 29.03 for the control group. The critical ratio of 1.21 is not significant. However, the chances are 77 in 100 that this is a true difference in favor of the experimental group.

Table 23 shows a comparison of the spelling scores for both groups for the first and last three weeks obtained from the results of the Thirty Lessons Test.

Table 23. Comparison of Total Spelling Scores for First and Last Three Weeks for Both Groups Obtained from the Results of the Thirty Lessons Test

| Group | Time | No. of Pupils | No. of Words | Mean | S.D. | S.E. M. | S.E. Diff. | C.R. |
|--------------|--------------|---------------|--------------|-------|------|---------|------------|-----------|
| Exper. | First 3 wks. | 41 | 24 | 14.41 | 5.55 | .87 | .49 | 1.20 .41 |
| Con- trol | First 3 wks. | 42 | 24 | 14.90 | 5.39 | .83 | | |
| Exper. | Last 3 wks. | 42 | 26 | 16.19 | 7.19 | 1.11 | 2.07 | 1.45 1.43 |
| Con- trol | Last 3 wks. | 41 | 26 | 14.12 | 5.96 | .93 | | |

Table 23 shows the mean score for the experimental group for the first three weeks was 14.41 as compared to 14.90 for the control group. The critical ratio of .41 is not significant, for there are only 32 chances in 100 that this is a true difference in favor of the control group.

The mean score for the experimental group for the last three weeks was 16.16 as compared to 14.12 for the control group. The critical ratio of 1.43 is not significant, yet, the chances are 85 in 100 that this is a true difference in favor of the experimental group.

Figure III shows the distribution of spelling scores for the experimental and control groups for the first and last three weeks obtained from the results of the Thirty Lessons Test. The range of scores for the experimental group for the first three weeks was from 0 to 22 and for the control group from 0 to 24. For the last three weeks, the range of scores for the experimental group was from 0 to 24, for the control group from 0 to 25. The distribution shows higher scores for the experimental group.

Table 24 shows a comparison of the mean spelling scores for the experimental group for the first and last three weeks obtained from the results of the Thirty Lessons Test.

Table 24. Comparison of Spelling Scores for Experimental Group Obtained from Thirty Lessons Test

| Time | Mean | S.E. M. | Diff. | S.E. Diff. | C.R. |
|-----------------|-------|------------|-------|---------------|------|
| First 3 wks. | 14.41 | .87 | 1.78 | 1.41 | 1.26 |
| Last 3 wks. | 16.19 | 1.11 | | | |

Figure III

FIGURE III

Distribution of Spelling Scores for Both Groups
Obtained from Thirty Lessons Test

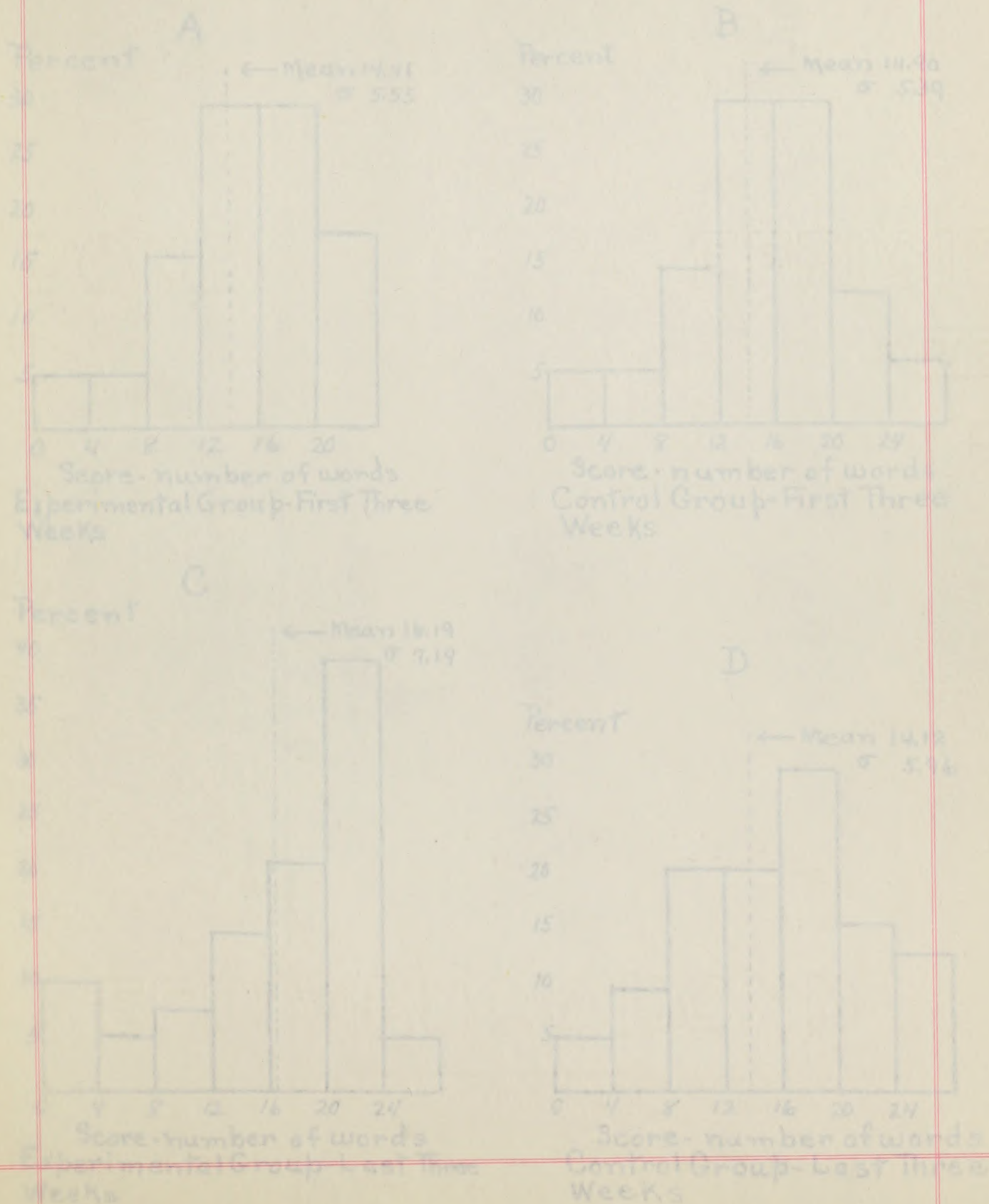


Figure III
Distribution of Spelling Scores for Both Groups
Obtained from Thirty Lessons Test

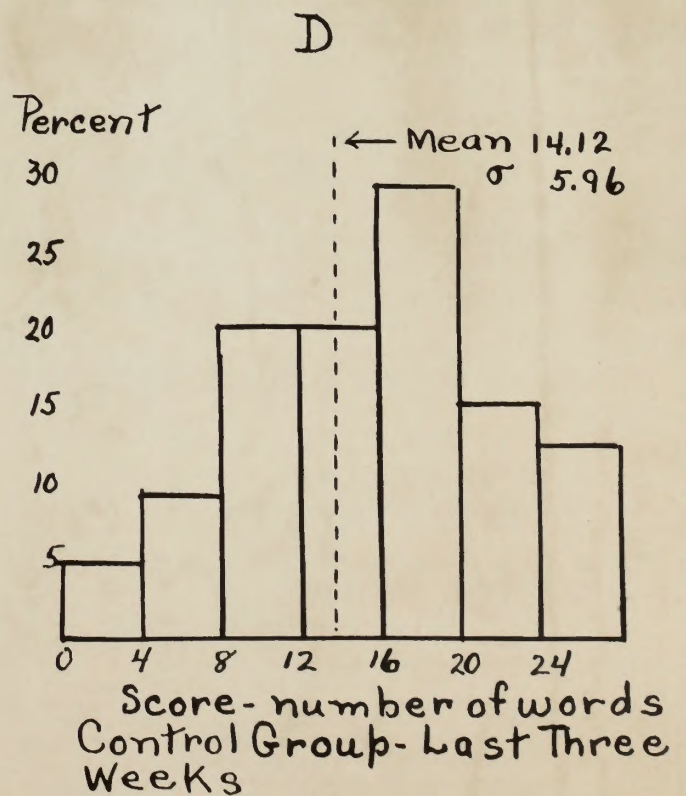
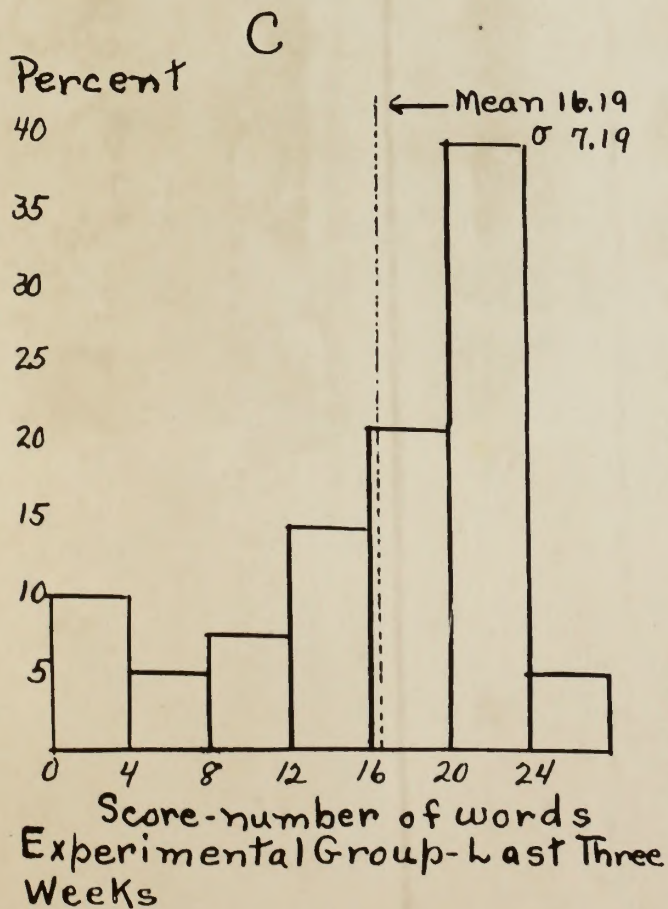
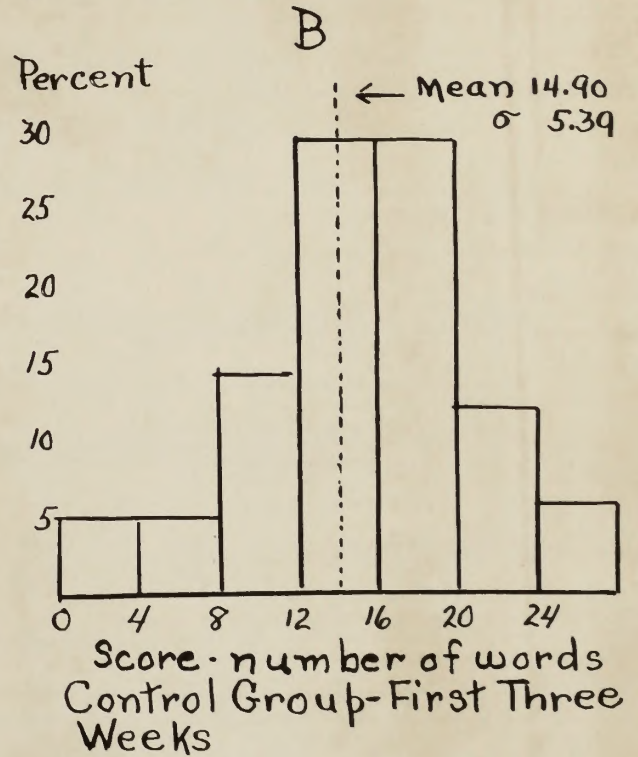
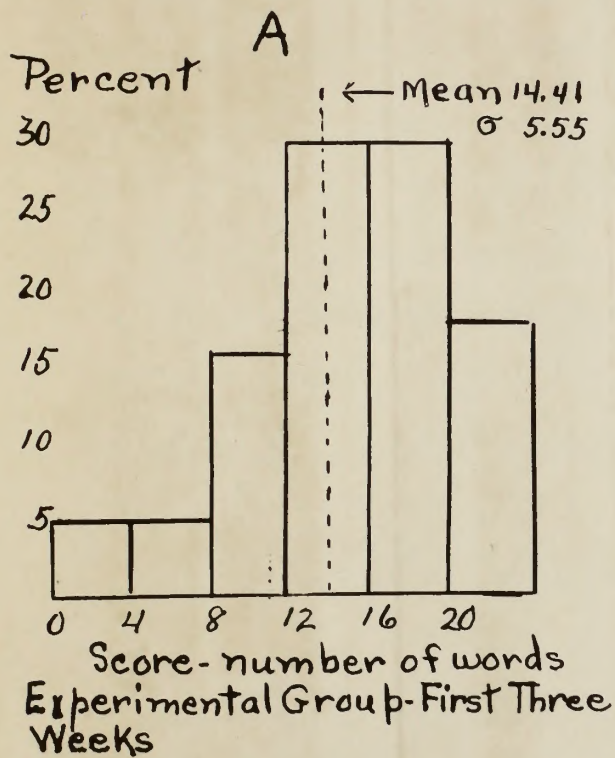


Table 24 shows the mean score for the experimental group for the first three weeks was 14.41 as compared to 16.19 for the last three weeks. The critical ratio of 1.26 is not statistically significant. The chances are 79 in 100 that there is a true difference in favor of the experimental group for the last three weeks.

Table 25 shows a comparison of the mean spelling scores for the control group for the first and last three weeks obtained from the results of the Thirty Lessons Test.

Table 25. Comparison of Spelling Scores for Control Group Obtained from Thirty Lessons Test

| Time | Mean | S.E. M. | Diff. | S.E. Diff. | C.R. |
|-----------------|-------|------------|-------|---------------|------|
| First 3 wks. | 14.90 | .83 | .78 | 1.25 | .62 |
| Last 3 wks. | 14.12 | .93 | | | |

Table 25 shows the mean score for the control group for the first three weeks was 14.90 as compared to 14.12 for the last three weeks. The critical ratio of .62 is not statistically significant. The chances are only 46 in 100 that this is a true difference, in favor of the control group for the first three weeks.

Table 26 shows a comparison of the sex differences in the total spelling scores of the experimental group for the six weeks obtained from the results of the Thirty Lessons Test.

Table 26. Comparison of Sex Differences in the Spelling Scores for the Experimental Group for Six Weeks Obtained from the Thirty Lessons Test

| Sex | Time | No. of Pupils | No. of Words | Mean | S.D. | S.E. M. | Diff. | S.E. Diff. | C.R. |
|-------|--------------|---------------|--------------|-------|------|---------|-------|------------|------|
| Boys | First 3 wks. | 28 | 50 | 29.04 | 6.76 | .94 | | | |
| | Last 3 wks. | 24 | | | | | 4.25 | 1.24 | 3.43 |
| Girls | First 3 wks. | 13 | 50 | 33.29 | 4.58 | .80 | | | |
| | Last 3 wks. | 18 | | | | | | | |

Table 26 shows the mean score for the boys in the experimental group for six weeks was 29.04 as compared to 33.29 for the girls. The critical ratio of 3.43 is statistically significant in favor of the girls.

Table 27 shows a comparison of the sex differences in the mean spelling scores of the experimental group for the first and last three weeks obtained from the Thirty Lessons Test.

Table 27. Comparison of Sex Differences in the Spelling Scores for the First and Last Three Weeks for the Experimental Group Obtained from Thirty Lessons Test

| Sex | Time | No. of Pupils | No. of Words | Mean | S.D. | S.E. M. | Diff. | S.E. Diff. | C.R. |
|-------|-----------------|---------------|--------------|-------|------|---------|-------|------------|------|
| Boys | First 3 wks. | 28 | 24 | 13.86 | 6.14 | 1.25 | 1.76 | 2.33 | .75 |
| Girls | First 3 wks. | 13 | 24 | 15.62 | 7.12 | 1.97 | | | |
| Boys | Last 3 wks. | 24 | 26 | 15.29 | 7.28 | 1.49 | 2.10 | 1.87 | 1.12 |
| Girls | Last 3 wks. | 18 | 26 | 17.39 | 4.88 | 1.13 | | | |

Table 26. Comparison of Sex Differences in the Spelling Scores for the Experimental Group for Six Weeks Obtained from the Thirty Lessons Test

| Sex | Time | No. of English Words | Mean | S.D. | S.E. | Diff. | Witt. | C.R. |
|-------|-------|----------------------|-------|------|------|-------|-------|------|
| Boys | First | 28 | 22.04 | 6.76 | .94 | | | |
| | Last | 24 | | | | 4.22 | 1.24 | 8.43 |
| Girls | First | 18 | 22.22 | 4.58 | .80 | | | |
| | Last | 18 | | | | | | |

Table 26 shows the mean score for the boys in the experimental group for six weeks was 22.04 as compared to 22.22 for the girls. The critical ratio of 8.43 is statistically significant in favor of the girls.

Table 27 shows a comparison of the sex differences in the mean spelling scores of the experimental group for the first and last three weeks obtained from the Thirty Lessons Test.

Table 27. Comparison of Sex Differences in the Spelling Scores for the First and Last Three Weeks for the Experimental Group Obtained from Thirty Lessons Test

| Sex | Time | No. of English Words | Mean | S.D. | S.E. | Diff. | Witt. | C.R. |
|-------|-------|----------------------|-------|------|------|-------|-------|------|
| Boys | First | 28 | 13.82 | 6.14 | 1.25 | | | |
| | Last | 24 | | | | 1.76 | 2.33 | .75 |
| Girls | First | 18 | 16.82 | 7.12 | 1.97 | | | |
| | Last | 18 | | | | | | |
| Boys | First | 28 | 15.22 | 7.28 | 1.43 | | | |
| | Last | 24 | | | | 2.10 | 1.87 | 1.12 |
| Girls | First | 18 | 17.33 | 4.88 | 1.12 | | | |
| | Last | 18 | | | | | | |

Table 27 shows the mean score for the boys of the experimental group for the first three weeks was 13.86 as compared to 15.62 for the girls. The critical ratio of .75 is not significant. The chances are 55 in 100 that this is a true difference in favor of the girls.

The mean score for the boys for the last three weeks was 15.29 as compared to 17.39 for the girls. The critical ratio of 1.12 is not significant, yet the chances are 74 in 100 that this is a true difference in favor of the girls.

Table 28 shows a comparison of the sex differences in the total spelling scores of the control group, for the six weeks, obtained from the results of the Thirty Lessons Test.

Table 28. Comparison of Sex Differences in the Spelling Scores of the Control Group for Six Weeks Obtained from the Thirty Lessons Test

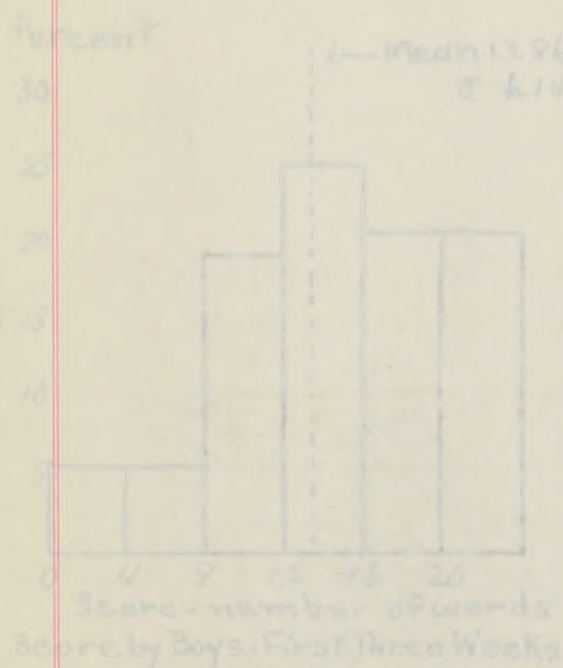
| Sex | Time | No. of Pupils | No. of Words | Mean | S.D. | S.E. M. | Diff. | S.E. Diff. | C.R. |
|-------|--------------|---------------|--------------|-------|------|---------|-------|------------|------|
| Boys | First 3 wks. | 24 | 50 | 29.27 | 6.32 | .88 | | | |
| | Last 3 wks. | 28 | | | | | .62 | 1.06 | .58 |
| Girls | First 3 wks. | 18 | 50 | 28.65 | 3.35 | .60 | | | |
| | Last 3 wks. | 13 | | | | | | | |

Table 28 shows the mean score for the boys in the control group for the six weeks was 29.27 as compared to 28.65 for the girls. The critical ratio of .58 is not statistically significant. However, the chances are 50 in 100 that this is a true difference in favor of the boys.

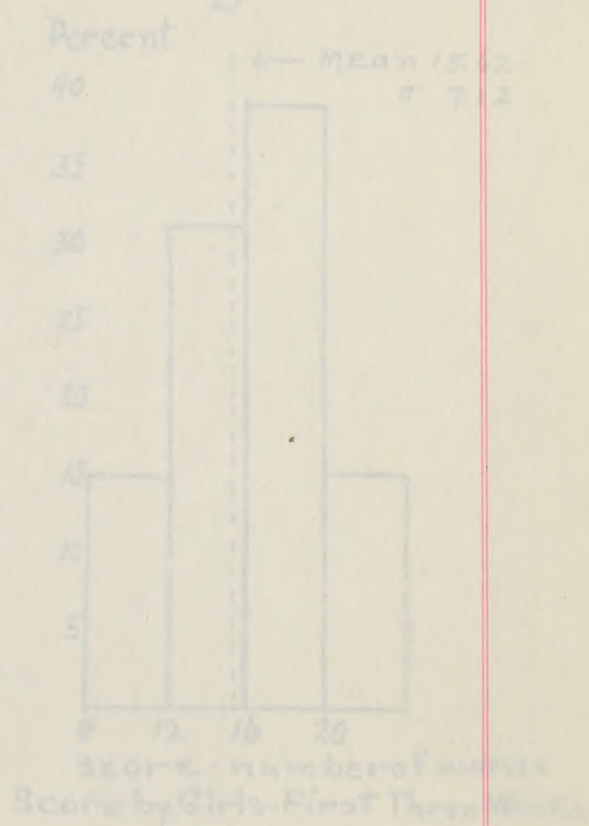
Three Weeks Showing Differences of the Experimental Group

FIGURE IV

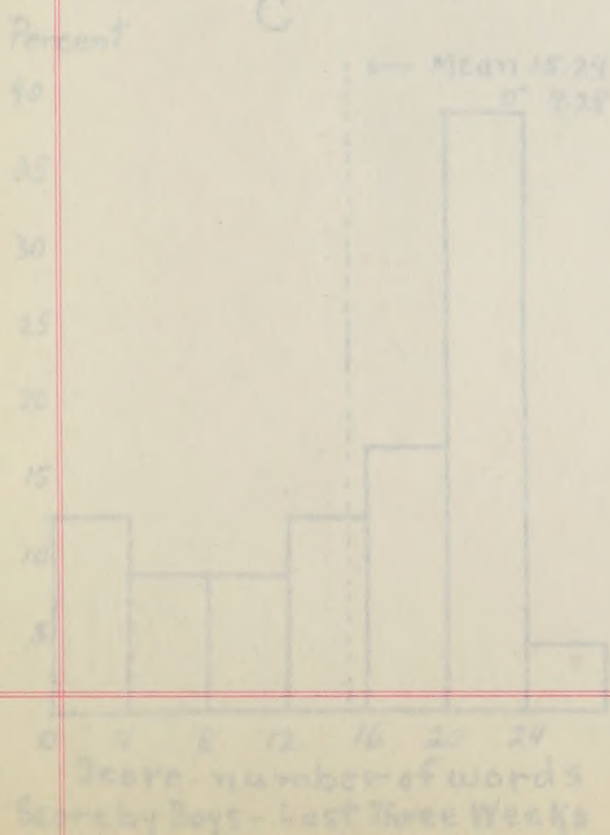
A



B



C



D

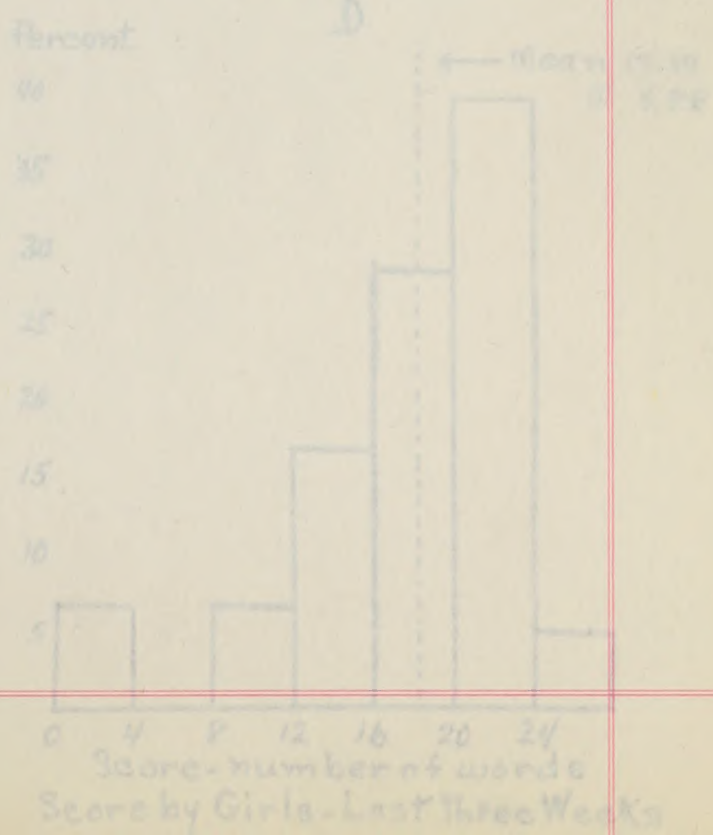
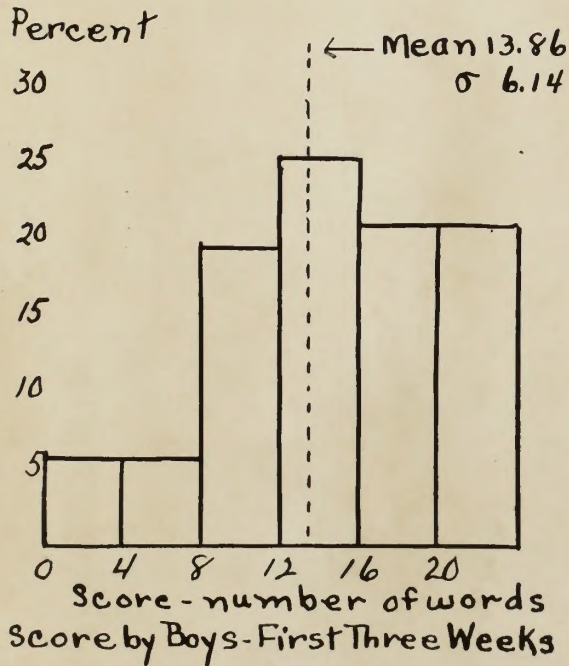


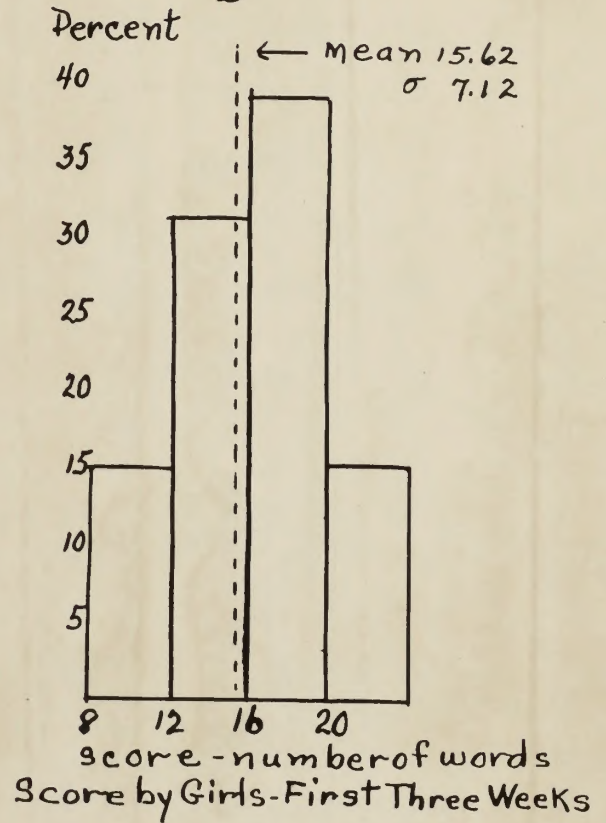
Figure IV

Distribution of Spelling Scores for First and Last Three Weeks Showing Sex Differences of the Experimental Group

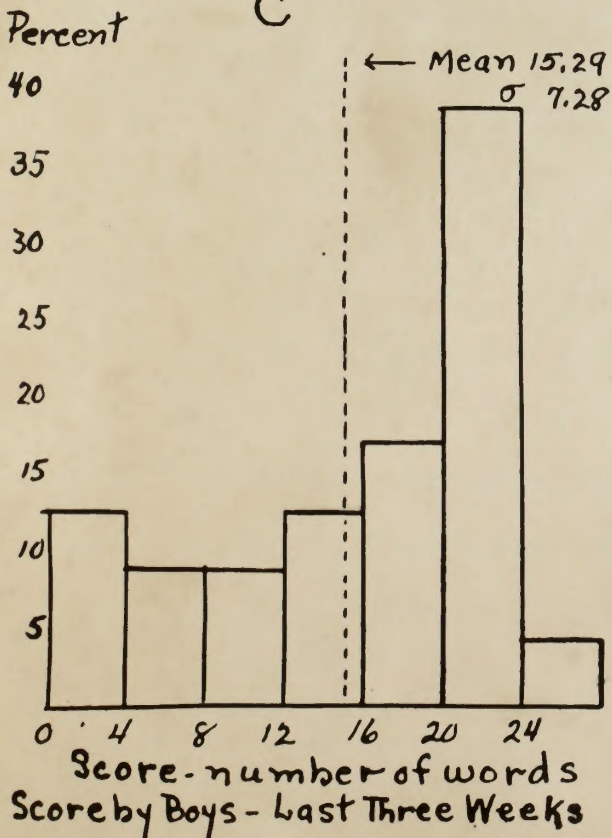
A



B



C



D

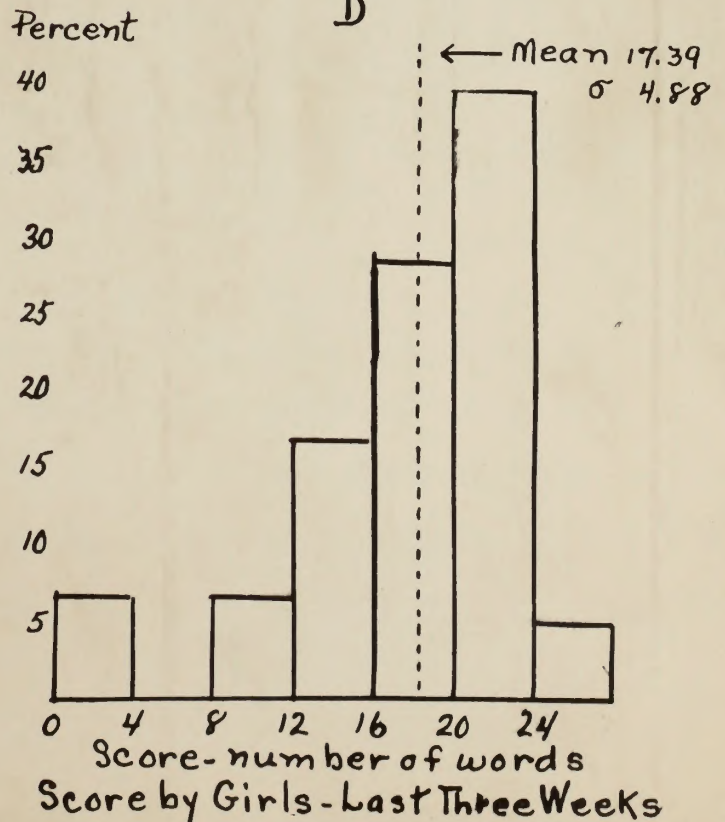


Table 29 shows a comparison of the sex differences in the mean spelling scores of the control group for the first and last three weeks obtained from the Thirty Lessons Test.

Figure IV shows the sex differences in the distribution of spelling scores for the first and last three weeks of the experimental group. The range of scores for the boys for the first three weeks was from 0 to 22, and 11 to 22 for the girls. For the last three weeks, the range for the boys was from 0 to 23, and 0 to 24 for the girls. The girls show slightly higher scores than do the boys.

Table 29. Comparison of Sex Differences in the Spelling Scores of the Control Group for the First and Last Three Weeks Obtained from the Thirty Lessons Test

| Sex | Time | No. of Pupils | No. of Words | Mean | S.D. | S.E. M. | Diff. | S.E. Diff. | C.R. |
|-------|-----------------|---------------|--------------|-------|------|---------|-------|------------|------|
| Boys | First 3 wks. | 24 | 24 | 14.75 | 5.59 | 1.14 | .36 | 1.63 | .22 |
| Girls | First 3 wks. | 18 | 24 | 15.11 | 4.96 | 1.17 | | | |
| Boys | Last 3 wks. | 28 | 26 | 14.54 | 6.48 | 1.21 | 1.31 | 1.90 | .69 |
| Girls | Last 3 wks. | 13 | 26 | 13.23 | 5.32 | 1.47 | | | |

Table 29 shows the mean score for the boys of the control group for the first three weeks was 14.75 as compared to 15.11 for the girls. The critical ratio of .22 is not statistically significant. The chances are only 17 in 100 that this is a true difference in favor of the girls.

The mean score for the boys for the last three weeks was 14.54 as compared to 13.23 for the girls. The critical ratio of .69 is not statistically significant. The chances are only 51 in 100 that this is a true difference in favor of the boys.

Figure V shows the sex differences in the distribution of spelling scores for the first and last three weeks of the control group. The range of scores for the boys for the first three weeks was from 6 to 24, and from 0 to 24 for the girls. For the last three weeks, the range for the boys was from 0 to 25, and from 6 to 22 for the girls.

In the following chapter, a summary of the study and the conclusions from the analysis of data will be discussed.

FIGURE V

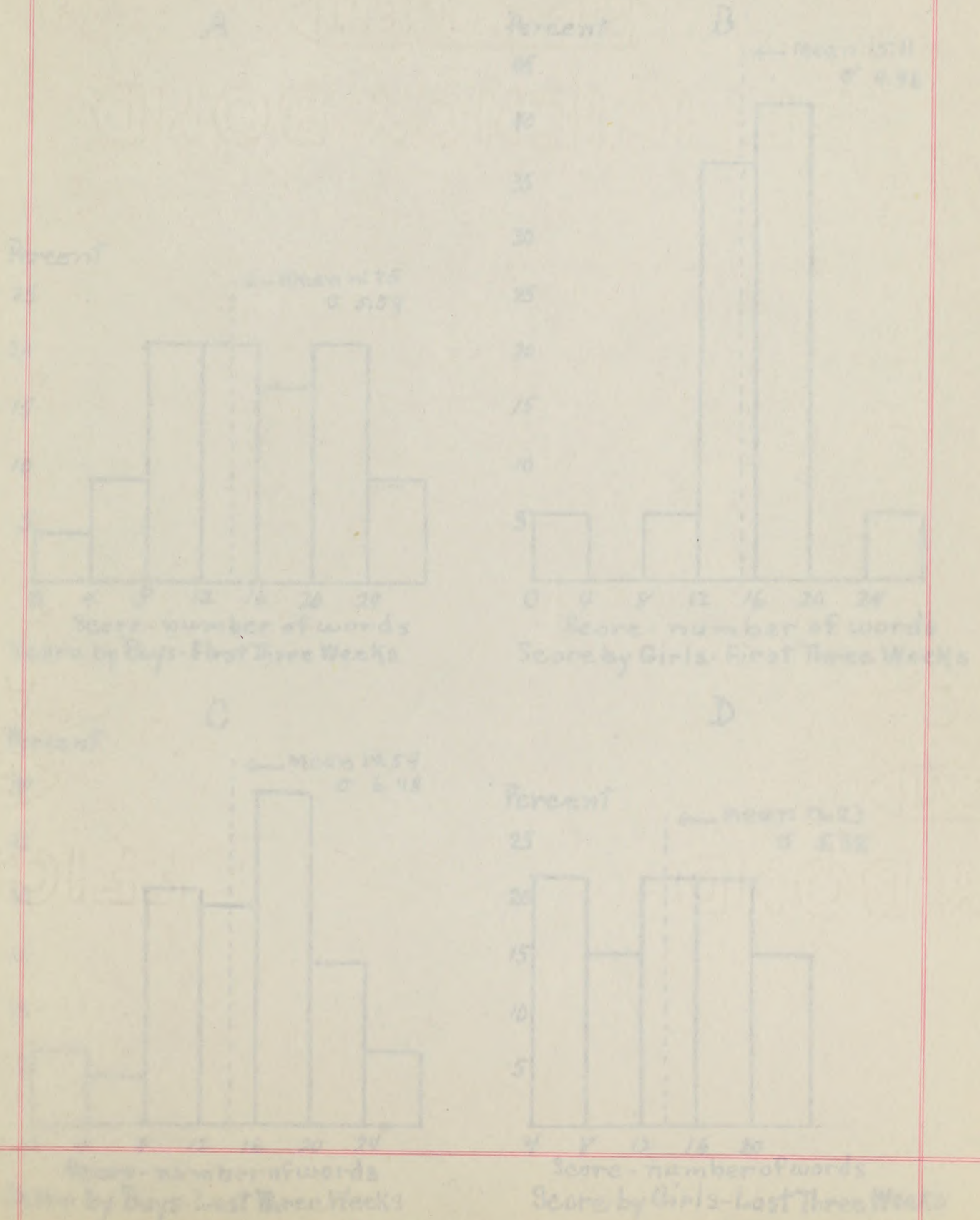
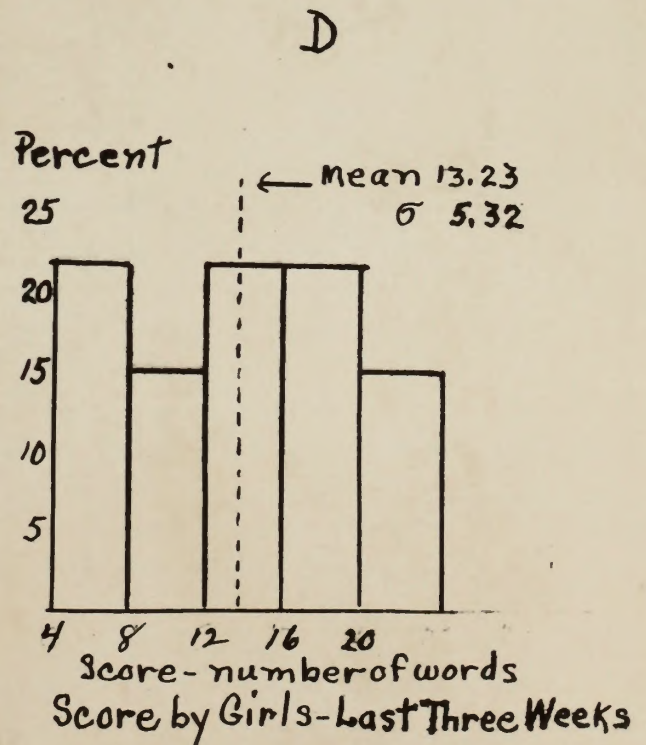
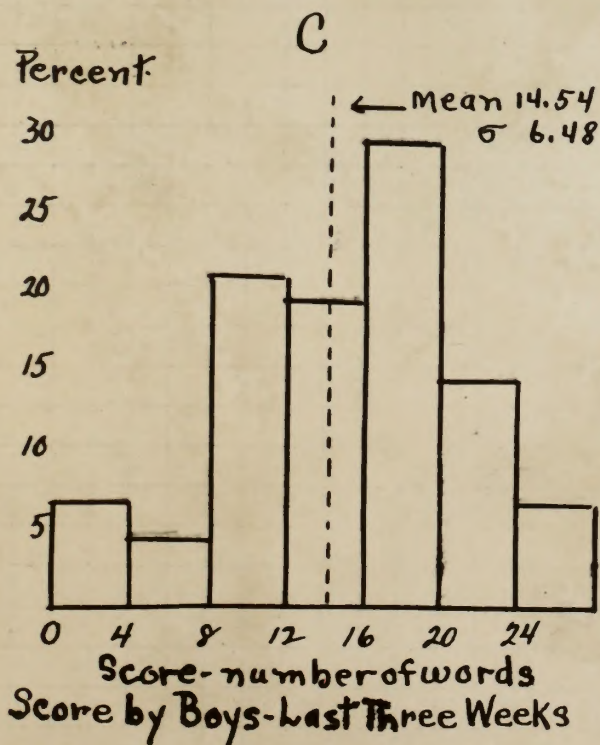
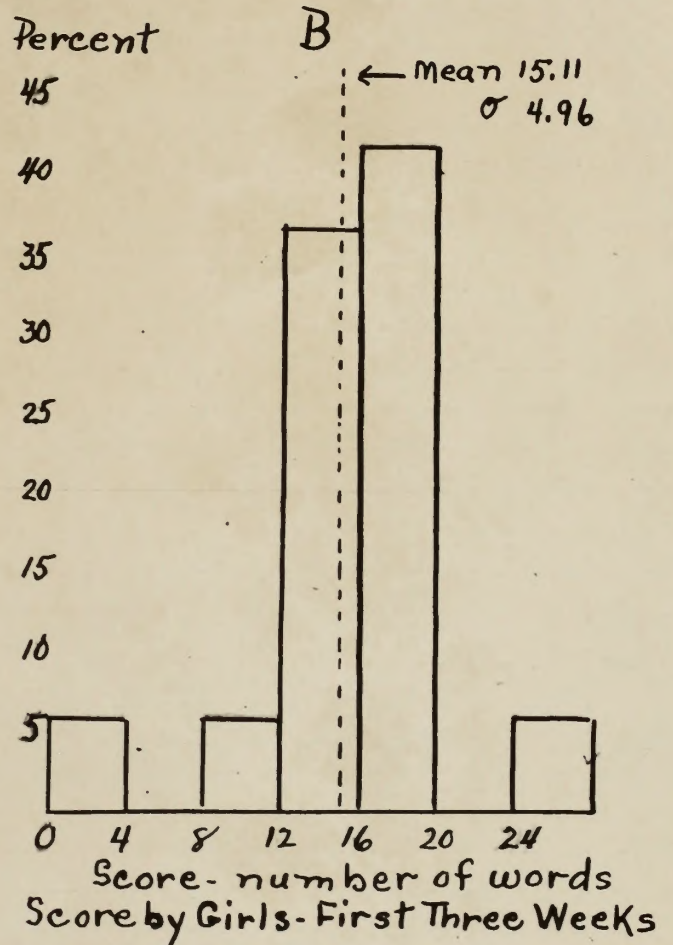
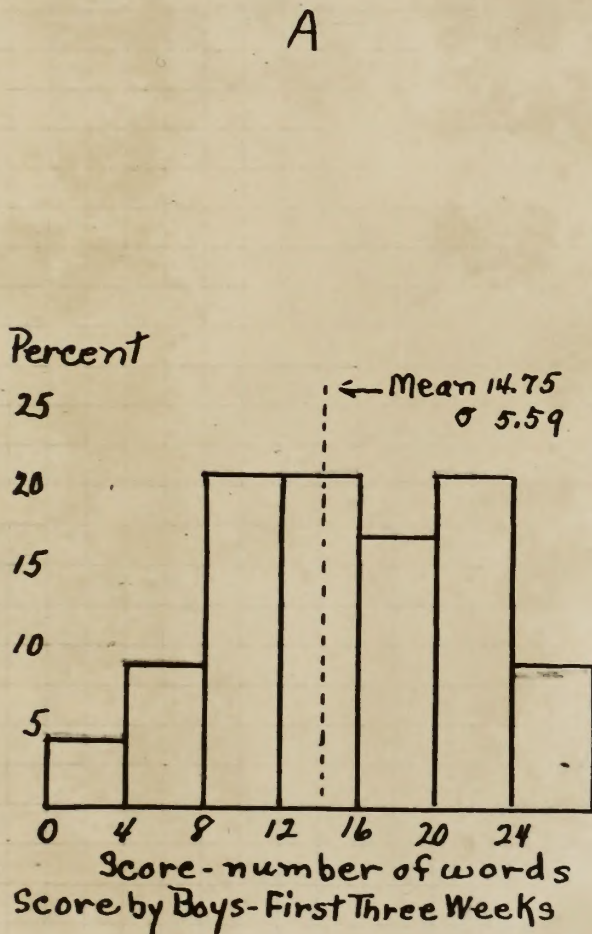


Figure V

Distribution of Spelling Scores for First and Last Three Weeks Showing Sex Differences of the Control Group



CHAPTER V

SUMMARY AND CONCLUSIONS

It was the purpose of this study to evaluate the effect of a series of remedial spelling exercises in grade three on: (1) the spelling achievement of the lower quartile, (2) the ability to transfer learning to new spelling situations, and (3) sex differences.

Thirteen third grade teachers, selected at random and representing three metropolitan areas and five suburban towns conducted the experiment on a total population of 104 children, sixty-eight boys and thirty-six girls.

Three spelling tests, paralleled in method and content, were administered. One test preceded the experiment in order to determine individual spelling ability; a second test followed the completion of the thirty remedial lessons to measure the effect of these exercises on achievement; and a third measured the ability to transfer learning to new spelling situations.

The writer built thirty remedial exercises based on fifty spelling words. These exercises were used for fifteen minutes daily for thirty successive school days. The children selected were the lower quartile group in spelling achievement and were divided into two groups, an experimental and a control group. To equate further the groups the remedial method

of spelling was followed for three weeks by the experimental group, while the control group were taught the same words, but by the method regularly used in the school. The last three weeks, the plan was reversed; the experimental group became the control group and were taught by the regular school method, and the control group became the experimental group and were taught by the remedial method.

Conclusions:

After an analysis of the data, the following conclusions seem to be indicated:

1. The total number of words correct on the Thirty Lessons Test and the Transfer Test were much greater than those on the Initial Test. The Initial Test preceded any teaching, but both the Thirty Lessons and Transfer Tests followed the remedial exercises, so practice effect was involved. The mean score for the Thirty Lessons Test was greater than that of the Transfer Test. However, the words of the Thirty Lessons Test were the same words used in the thirty remedial lessons and were affected by practice. The Transfer Test was more difficult since it required the transfer of learning to a new situation.
2. The sex differences in the three spelling tests were not significant, but the scores for the girls show a slight advantage.

3. The results of the scores on the remedial exercises used in this study indicate that this method of teaching remedial spelling is superior to the method regularly employed in the classroom for the lower quartile. The mean number of words correct for the experimental group for the six weeks was 43.60 as compared to 36.31 for the control group. The critical ratio of 6.94 shows this difference to be statistically significant, in favor of the experimental group.
4. There were no data that showed that the differences in sex were statistically significant. The mean scores for both the boys and the girls were much higher than were the mean scores of the control group. This seems to indicate that the remedial exercises, emphasizing auditory, visual, and kin-aesthetic factors, do tend to increase spelling recall.
5. To evaluate further the effect of the remedial exercises, the results of the scores made on the Thirty Lessons Test were checked in order to obtain a comparison of the correct responses in this test with the method by which these responses were presented. The mean score for the experimental group for the six weeks was 30.62 as compared to 29.03 for the control group. The critical ratio of 1.21 is not statistically significant. The chances are

5. (continued) seventy-seven in one hundred that this is a true difference in favor of the experimental group. There is an apparent loss between the total mean scores made on the thirty remedial exercises and those obtained from the results of the Thirty Lessons Test. The scores for the remedial exercises were secured each week following the teaching, but the results on the Thirty Lessons Test represented a delayed recall of the words taught.
6. The sex differences for the experimental group on the scores obtained from the Thirty Lessons Test were statistically significant. The mean score for the boys was 29.04 as compared to 33.29 for the girls. The critical ratio of 3.43 is statistically significant in favor of the girls. In the control group the mean score for the boys was 29.27 as compared to 28.65 for the girls. The critical ratio of .58 is not statistically significant. The chances are 50 in 100 that this is a true difference in favor of the boys. With the exception of the mean score made by the boys of the control group, for the first three weeks, the scores of the experimental group were higher than those obtained by the control group. In the experimental group, the girls tend to show greater gains than do the boys, but the boys show a slight tendency to make gains in the control group.

Suggestions for Further Research: (continued)

CHAPTER VI

2. SUGGESTIONS FOR FURTHER RESEARCH

Limitations of This Study:

1. The total population used in this study was far too small to obtain a reliable evaluation of the effectiveness of the remedial exercises.
2. The period of experimentation was too short to measure accurately the effects of the remedial exercises.
3. Many children had such high scores on the initial test that no opportunity was afforded to determine the real extent of the effectiveness of the remedial method, since all three tests were paralleled in method and content.
4. The first twenty-four words were less difficult than were the last twenty-six.
5. The differences in the total number of boys and girls were too great to secure accurate and meaningful data for comparisons of sex differences.

Suggestions for Further Research:

1. To use these same remedial exercises on a much larger population in order to obtain a more reliable evaluation.

Suggestions for Further Research: (continued)

2. To use the remedial procedure and exercises over a longer period in order to determine better their effectiveness.
3. To repeat the experiment on a more even distribution of boys and girls in order to secure more valid conclusions in respect to sex differences.
4. To evaluate this remedial spelling method on other grade levels.

Spelling Tests

| Initial Test | Thirty-Lessons Test | Transfer Test |
|--------------|---------------------|---------------|
| 1. sell | 1. well | 1. fell |
| 2. cly | 2. cry | 2. sky |
| 3. half | 3. pair | 3. stair |
| 4. mark | 4. dark | 4. part |
| 5. hear | 5. near | 5. clear |
| 6. stood | 6. wood | 6. back |
| 7. thing | 7. bring | 7. sing |
| 8. talk | 8. walk | 8. talking |
| 9. began | 9. begin | 9. belong |
| 10. hid | 10. bid | 10. slid |
| 11. hot | 11. got | 11. lot |
| 12. line | 12. mine | 12. mine |
| 13. most | 13. first | 13. best |
| 14. eat | 14. Cent | 14. rat |
| 15. clown | 15. down | 15. brown |
| 16. went | 16. sent | 16. open |
| 17. brick | 17. quick | 17. thick |
| 18. pall | 18. wall | 18. soil |
| 19. face | 19. race | 19. race |
| 20. took | 20. look | 20. cook |
| 21. cake | 21. lake | 21. take |
| 22. wet | 22. yet | 22. pet |
| 23. sand | 23. stand | 23. strand |
| 24. than | 24. pan | 24. nan |
| 25. mouth | 25. north | 25. south |
| 26. those | 26. close | 26. nose |
| 27. wishing | 27. fishing | 27. wish |
| 28. far | 28. ear | 28. star |
| 29. keep | 29. sheep | 29. creep |
| 30. ball | 30. call | 30. wall |
| 31. thin | 31. these | 31. winter |
| 32. along | 32. strong | 32. song |
| 33. ride | 33. hide | 33. side |
| 34. nine | 34. mine | 34. slice |
| 35. skill | 35. skate | 35. kill |
| 36. tame | 36. same | 36. game |
| 37. plate | 37. hand | 37. late |
| 38. stay | 38. way | 38. days |
| 39. goat | 39. boat | 39. coat |
| 40. bright | 40. right | 40. night |
| 41. rate | 41. hate | 41. gate |
| 42. grind | 42. kind | 42. find |
| 43. grow | 43. slow | 43. own |
| 44. made | 44. shade | 44. grade |
| 45. round | 45. ground | 45. found |
| 46. dead | 46. head | 46. read |
| 47. coal | 47. reel | 47. heal |
| 48. fishes | 48. fishes | 48. wishes |
| 49. string | 49. still | 49. grow |
| 50. fair | 50. fine | 50. fear |

Appendix A

Spelling Tests with Directions for Administering and Scoring

Spelling Tests

| Initial Test | Thirty-Lessons Test | Transfer Test |
|--------------|---------------------|---------------|
| 1. sell | 1. well | 1. fell |
| 2. sly | 2. cry | 2. sky |
| 3. hair | 3. pair | 3. stair |
| 4. mark | 4. dark | 4. part |
| 5. hear | 5. near | 5. clear |
| 6. stood | 6. wood | 6. book |
| 7. thing | 7. bring | 7. sing |
| 8. talk | 8. walk | 8. talking |
| 9. began | 9. begin | 9. belong |
| 10. did | 10. hid | 10. slid |
| 11. hot | 11. got | 11. lots |
| 12. line | 12. nine | 12. mine |
| 13. most | 13. first | 13. best |
| 14. sat | 14. that | 14. rat |
| 15. clown | 15. town | 15. brown |
| 16. went | 16. sent | 16. open |
| 17. brick | 17. sick | 17. thick |
| 18. pail | 18. mail | 18. tail |
| 19. face | 19. place | 19. race |
| 20. took | 20. looking | 20. cook |
| 21. cake | 21. bake | 21. take |
| 22. met | 22. wet | 22. pet |
| 23. sand | 23. stand | 23. strand |
| 24. than | 24. pan | 24. man |
| 25. mouth | 25. north | 25. south |
| 26. those | 26. close | 26. nose |
| 27. wishing | 27. fishing | 27. wish |
| 28. far | 28. car | 28. star |
| 29. keep | 29. sheep | 29. creep |
| 30. hall | 30. call | 30. wall |
| 31. thin | 31. these | 31. winter |
| 32. along | 32. strong | 32. song |
| 33. ride | 33. hide | 33. side |
| 34. nice | 34. mice | 34. slice |
| 35. skill | 35. skate | 35. kill |
| 36. tame | 36. same | 36. game |
| 37. plate | 37. hand | 37. late |
| 38. stay | 38. way | 38. days |
| 39. goat | 39. boat | 39. coat |
| 40. bright | 40. right | 40. might |
| 41. rate | 41. hate | 41. gate |
| 42. grind | 42. kind | 42. find |
| 43. crow | 43. slow | 43. own |
| 44. made | 44. shade | 44. grade |
| 45. round | 45. ground | 45. found |
| 46. dead | 46. head | 46. read |
| 47. meal | 47. real | 47. heal |
| 48. fishes | 48. dishes | 48. wishes |
| 49. string | 49. still | 49. grow |
| 50. fair | 50. fine | 50. play |

Initial Test

Directions:

To the Teacher :

1. This test is to be administered before the thirty teaching lessons begin.
2. It may be given in two sections, words 1-25 on the first day, and words 26-50 on the following day.
3. Use the type of paper which is regularly used for spelling.
4. Words are to be written in a column.
5. Pupils are to write with a pencil.
6. The pupils are to number their papers from 1-25 or from 1-50, according to the administration.
7. The total possible score is 50, since each word spelled correctly counts one point.
8. If a word is marked over, if t's are not crossed, or i's are not dotted, the word is to be marked wrong. If a pupil wishes to write a word over, he may write it again on the same line.
9. The results are to be written on the sheets provided for them.

Teacher to Pupils:

Boys and girls, we are going to have a spelling test to-day. Some of these words you may have had before. Try to write each one. Do the best you can. I am going to say the word first, then say it in a sentence, and say the word once more. Then you may write the word, on the numbered line on your paper. You must not write over a word. If you wish to change the spelling, write the word next to it, but on the same line. Remember to cross your t's and to dot your i's, or the word will be marked wrong. Have you any questions ? Ready to begin.

1. sell - The boys sell vegetables in the summer.
2. sly - The fox is a sly animal.
3. hair - He just had his hair cut.
4. mark - Try to hit the mark, if you can.
5. hear - We could hear music.

6. stood - The tree stood by the path.
7. thing - That was a kind thing to do.
8. talk - They are going to talk about a play.
9. began - The birds began to sing.
10. did - She did her work well.
11. hot - In summer we have hot days.
12. line - Mother hangs clothes on a line.
13. most - Which do you like most ?
14. sat - We sat on the beach.
15. clown - The clown makes us laugh.
16. went - The cows went into the barn.
17. brick - That is a brick house.
18. pail - The pail is filled with water.
19. face - He washed his face clean.
20. took - The children took a walk.
21. cake - We eat cake for dessert.
22. met - They met at the store.
23. sand - Beach sand is very white.
24. than - Father is taller than you.
25. mouth - The dog had a bone in his mouth.
26. these - Put these apples over there.
27. wishing - He was wishing to go to the game.
28. far - We saw the plane go far away.
29. keep - Let's keep the room clean.
30. hall - The hall was filled with children.
31. thin - That is a thin book.
32. along - They went along together.
33. ride - He likes to ride his bicycle.
34. nice - This is a nice school.
35. skill - He showed skill in his ball playing.
36. tame - A cat is a tame animal.
37. plate - Please put the plate on the table.
38. stay - Do not stay very long.
39. goat - The goat gives milk.
40. bright - We like a bright sunny room.
41. rate - He is a first rate runner.
42. grind - The miller will grind the corn.
43. crow - Roosters crow early in the morning.
44. made - Mother made it for me.
45. round - The world is round.
46. dead - The children buried the dead bird.
47. meal - Our first meal is breakfast.
48. fishes - The boy fishes every Saturday.
49. string - Tie this string around the box.
50. fair - It was a fair day.

Thirty-Lessons Test

Directions:

To the Teacher:

Follow directions 1-9 in the Initial Spelling Test.

Teacher to Pupils:

Boys and girls, we are going to have a spelling test today to see how well you have remembered the words you have been learning to spell. I am going to say the word first, then say it in a sentence, and say the word once again. Then you may write the word on the numbered lines on your paper. You must not write over a word. If you wish to change the spelling, write the word next to it, but on the same line. Remember to cross your t's and to dot your i's, or the word will be marked wrong. Have you any questions? Ready to begin.

1. well - You did very well today.
2. cry - Babies cry a lot.
3. pair - He wore a new pair of shoes.
4. dark - It gets dark early.
5. near - She lives near the park.
6. wood - Our desks are made of wood.
7. bring - She will bring her doll to school.
8. walk - It is good exercise to walk.
9. begin - The line will begin here.
10. hid - He hid behind a tree.
11. got - She got a present for her friend.
12. nine - They saved nine dollars.
13. first - You may be the first to try.
14. that - That is a toy store.
15. town - A town is smaller than a city.
16. sent - She was sent on an errand.
17. sick - No one likes to be sick.
18. mail - We receive mail every day.
19. place - They looked for a place to play.
20. looking - The child was looking at some pictures.
21. bake - We sometimes bake potatoes.
22. wet - The grass is wet after the rain.
23. stand - Let us stand straight.
24. pan - Mother took the cookies from a pan.
25. north - The north wind is cold.

Thirty-Lessons Test (concluded)

26. close - Please close the window.
27. fishing - The boys went fishing.
28. car - Father has a new car.
29. sheep - Sheep give us wool.
30. call - Do not call your friend away from his work.
31. these - These apples are red.
32. strong - The rope was very strong.
33. hide - They are playing hide and seek.
34. mice - The mice were caught in a trap.
35. skate - It's fun to skate.
36. same - The two boys weigh the same.
37. hand - Will you hand me that ruler?
38. way - Do not stop on the way home.
39. boat - The boat speeded to shore.
40. right - Turn to the right at the corner.
41. hate - We should never hate people.
42. kind - Be kind to animals.
43. slow - The turtle is slow moving.
44. shade - You had better rest in the shade.
45. ground - We plant seeds in the ground.
46. head - You will be at the head of the committee.
47. real - That was a real good story.
48. dishes - Be sure to wipe the dishes dry.
49. fine - He is a fine boy.
50. still - We must be still when we are in a library.

Transfer Test (continued)

Directions:

To the Teacher:

Follow directions 1-9 as given in the Initial Spelling Test.

Teacher to Pupils:

Boys and girls, in our spelling test today we are going to use some of the sounds we have been using in other words. See how well you can write these new words. I am going to say the word, first, then say it in a sentence, and say the word once again. Then you may write the word on the numbered lines on your paper. You must not write over a word. If you wish to change the spelling, write the word next to it, but on the same line. Remember to cross your t's and to dot your i's, or the word will be marked wrong. Have you any questions? Ready to begin.

1. fell - The baby fell down.
2. sky - The sky was cloudy.
3. stair - Jump from the bottom stair.
4. part - Here is a part of your lunch.
5. clear - The water was clear.
6. book - That is a good book.
7. sing - We like to sing songs.
8. talking - We listen while others are talking.
9. belong - You belong in this group.
10. slid - They slid down the bannister.
11. lots - We have lots of fun in our games.
12. mine - That looks like mine.
13. best - Only your best is you.
14. rat - A rat is hard to catch.
15. brown - She wore a brown coat.
16. open - Now open the door.
17. thick - They needed a thick board.
18. tail - The turkey's tail is large.
19. race - Ready to run the race.
20. cook - Mother is a good cook.
21. take - You may take an extra piece.
22. pet - My pet is a dog
23. strand - She has a strand of silk.
24. man - The man sold fruit.
25. south - The birds fly south in the winter.

Transfer Test (concluded)

26. nose - We breathe through our nose.
27. wish - Make a wish and it may come true.
28. star - That star is bright.
29. creep - The boy had to creep under the stairs for the ball.
30. wall - The wall was made of stone.
31. winter - In winter we have snow and ice.
32. song - The robin's song is sweet.
33. side - The girls walk side by side.
34. slice - He ate a slice of bread and butter.
35. kill - Don't kill that snake, for he eats bugs.
36. game - Hurrah! We won the game.
37. late - It is getting late to play outdoors.
38. days - The days go fast when you are busy.
39. coat - Her new coat is blue.
40. might - You might go with them if you hurry.
41. gate - The gate was open, so the horses came out.
42. find - Try to find the answer to the puzzle.
43. own - This is my own pencil.
44. grade * - We are in the third grade.
45. found - Who found the lost pin?
46. read - She read every story in the book.
47. heal - The cut will heal if you take care of it.
48. wishes - Each one made three wishes.
49. grow - Children grow very fast.
50. played - They played ball on the playground.

Lesson Plan - Second Week

Words to be taught (8) sent, sick, come, sail, dark, nice,
got, well

Monday

1. Write the words on the board.
2. Careful and accurate pronunciation by the teacher and pupil.

Procedure:

Follow the directions under Lesson Plan- First Week
for Monday found on page

Appendix B

5. Word enrichment

Exercises for Remedial Spelling

See how quickly you can find the word that I am
thinking of in these puzzles.

- 1) The name of small gray animals. (nice)
Nice is right. Come up, find the word, frame
it with both hands, and spell it looking at it.
Use this procedure with each word.
- 2) It means to be ill. (sick)
- 3) The opposite of sick. (well)
- 4) Something the postman brings. (mail)
- 5) The opposite of different. (same)
- 6) The opposite of light. (dark)
- 7) She ____ a letter to a friend. (sent)
- 8) She ____ a letter from a friend. (got)

Well is a very interesting word. There are several different
ways to use it. See if how many different ways you can use
it.

Examples: a well of water to have your work
 to be very well well done.
 Well, you may do it.

Lesson Plan - Second Week

Words to be taught (8) sent, sick, same, mail, dark, mice, got, well

Monday

1. Write the words on the board.
2. Careful and accurate pronunciation by the teacher and pupil.

Procedure:

Follow the directions under Lesson Plan- First Week for Monday found on page

3. Word enrichment

See how quickly you can find the word that I am thinking of in these puzzles.

- 1) The name of small gray animals. (mice)
Mice is right. Come up, find the word, frame it with both hands, and spell it looking at it. Use this procedure with each word.
- 2) It means to be ill. (sick)
- 3) The opposite of sick. (well)
- 4) Something the postman brings. (mail)
- 5) The opposite of different. (same)
- 6) The opposite of light. (dark)
- 7) She _____ a letter to a friend. (sent)
- 8) She _____ a letter from a friend. (got)

Well is a very interesting word. There are several different ways to use it. See in how many different ways you can use it.

Examples: a well of water to have your work
 to be very well well done.
 Well, you may do it.

Monday (continued)

4. Omit

5. Seat work. Copy words from the board. Check for sequence of letters and correct letter formation.

Tuesday

Words to be taught - sent, sick, same

Words on the board. Children at the board.

Teaching Procedure:

1) Our first word is sent.

Step 1.

What letter do you hear at the beginning of each of these words ?
Listen carefully.

Step 7. sent see sick some same

Yes, s. Steps 1-7, if word is not mastered.

Now listen carefully. What do you hear in these words that rhyme ?

Step 1. went bent sent dent lent

Yes, ent is right. If no one in the group can hear any similarity in the words, repeat the list with emphasis.

Can anyone tell what two letters say en ? Tell them, if no one knows.

What letter do you hear at the end of sent, went, bent ?

Yes, t.

Now who can spell ent ? Good. Now spell sent, went, bent.

Tuesday (continued)

Steps 2 and 3.

Now let us write the word sent on the board, saying each letter softly, as we write. Ready, s-e-n-t. Let us write it again. And once more.

Watch for any handwriting difficulties or confusions in letter formations as, m for n. If there are any difficulties, repeat from Step 2.

Steps 4 and 5.

Very quickly erase. Now write sent. Watch for errors or confusions. If anyone hesitates, make note of difficulty, and say - let's erase. Repeat from Step 1.

Step 6.

Listen carefully or you may get caught. Draw a line under the two letters that say en. Put a circle around the letter that you hear at the end of sent, went, bent, lent.

Step 7.

Erase. Repeat Steps 1-7, if word is not mastered.

2.) The second word is sick.

Step 1.

Why are these words alike ?

stick tick sick Dick pick

Yes, they rhyme. Repeat the list with emphasis, if necessary. What does the rhyming part say ?
Ick is right.

Steps 2 and 3.

Let us write and say softly each letter in the word sick. Ready-s-i-c-k. Do it again. And once more.

Steps 4 and 5.

Now erase, and write sick, as quickly as you can. Note errors or any confusions. If there are confusions, or if anyone hesitates, have work erased. Repeat from Step 1.

Tuesday (continued)

Step 6.

Now watch out for you may get caught. Put a cross under the letter that you hear at the beginning of these words, some, sew, sick, such. Draw a circle around the three letters that say ick.

Step 7.

Erase quickly, repeat Steps 1-7, if word is not mastered.

Now see if you can write 1) sent - 2) sick Watch for any hesitations, errors, confusions, or handwriting difficulties. Recall must be automatic. If not, repeat any or all steps that will erase the error.

- 3) The last word is same. This is to be taught only if time permits.

Step 1.

Will you listen carefully? Can you hear anything in these words that is alike?

game tame same name lame

Ame is right. In ame there is a letter that says its own name. Can you hear it? Now let us turn to the board and look at the word same. There is a silent letter in the word same. Do you know which letter it is? Let's say it softly. Have you found it?

Steps 2 and 3.

Now ready to write the word same. Remember that the letter m has three hills. Already, begin, s-a-m-e. Write it again. Once more and say each letter softly as you write. Check all errors. Repeat from Step 1, if necessary.

Steps 4 and 5.

Erase. Write same, as quickly as you can.

Step 6.

Be careful. Draw a circle around the three letters that say ame. Put a cross under the letter that says its own name. Put a line under letter that says nothing.

Tuesday (concluded)

Step 7.

Erase. Check any errors. Repeat Steps 1-7, if there is a need.

See how well we can write all the words that we have learned today. Ready. Write 1) sent - 2) sick- 3) same. Record all group or individual errors.

Wednesday

Words to be taught - mail, mice, dark

Words on the board. Children at the board.

Review of Tuesday's words.

- 1) Listen carefully. What letter do you hear at the beginning of these words ?

seen sent such safe sew

What part of these words rhymes ?

rent tent sent went bent

Now face the board and write sent. Have the children repeat the word before writing it. Draw a circle around the three letters that say ent. Repeat the initial teaching steps, if word is misspelled, or if there is any hesitation.

- 2) Look this way. Listen and see if you can tell in what way sent and sick are alike.

These words rhyme. Can you hear the rhyming part ?

kick lick sick prick brick

Who can remember what three letters say ick ?

Now write sick. Have children word softly before they write it. Draw a circle around the three letters that say ick.

Wednesday (continued)

- 3) Turn this way and listen. What letter do you hear at the beginning of these words ?

sun safe same seven six

In what way is same like sent, sick ?

Listen and find the part that rhymes.

name came same tame lame

What letter says its own name ?

What letter says nothing ?

Now see how many can write same. Have children say same softly before writing it. Draw a circle around the three letters that say ame. Put a cross under the letter that says its own name. Draw a line under the letter that says nothing.

Reteach any word that caused difficulty. Use Steps 1-7.

Teaching procedure for the new words:

Step 1.

Our first word is mail.

- 1) What letter do you hear at the beginning of these words ?

me mail meat more mice

Now listen carefully. What part of these words rhymes ?

sail pail mail nail snail

Repeat, if necessary, over-emphasizing the rhyming parts. If no one can hear the similarity in sounds have children turn to the list of words while the teacher frames the part that rhymes.

Which of these three letters says its own name ?

Which letter says nothing ?

Repeat until someone hears the letter that says its own name and the silent letter.

Wednesday (continued)

Steps 2 and 3.

Now let us write the word mail on the board, saying each letter softly, as we write. Watch for any hesitancy at recall. Write it again, and once more. Watch for errors or handwriting difficulties.

Steps 4 and 5.

Erase. Write mail again as quickly as you can.

Step 6.

Draw a circle around the three letters that say ail. Put a cross under the letter that says its own name. Put a line under the letter that says nothing.

Step 7.

Erase and look up here. If word is not mastered, repeat Steps 1-7.

- 2). Our next word is mice. It begins like mail. With what letter does mail begin ?

Step 1.

There is a little word in mice. Do you hear it ?

There is a letter in ice that doesn't say anything. What is the letter ? What letter says its own name ?

Steps 2 and 3.

Now write the word mice, saying each letter softly, as we write. Let's write it again and once again.

Steps 4 and 5.

Erase quickly. Write mice again.

Step 6.

Now be careful. Draw a line under the three letters that say ice. Put a circle around the letter that says its own name. Put a cross under the letter that doesn't say anything.

Step 7.

Erase. Repeat Steps 1-7, if there is need.

Ready to write 1) mail -- 2) mice- . Watch for errors or any hesitancies. Repeat Steps 1-7, if necessary.

3). What is the last word in our lesson ? (dark)

Step 1.

Listen and see if you can tell with what letter these words begin.

dear down dark deep desk

In what way are these words alike ?

bark park mark dark lark

Yes, they rhyme.

Steps 2 and 3.

Ready. Write dark saying each letter softly. Let's write it again, and once more.

Steps 4, 5, and 6.

Now erase. Write dark. Draw a circle around the three letters that say ark.

Step 7.

Quickly erase.

Now see how many can write all of today's words. Ready-write 1) mail- 2) mice- 3) dark.

Make a record of all errors. Do only as many words as group can master in the allotted time. Any word not taught, use in the next lesson. If time permits, check group on sent, sick, same.

Thursday (continued)

Words to be taught- got, well

Words on the board. Children at the board.

Review of Tuesday's and Wednesday's words.

- 1). It will be interesting to find out how many of you can write all the words we have had so far this week.

Now be careful. Think before you write. Ready. Write sent. Now put a circle around the three letters that say ent.

- 2). Now write sick. Put a circle around the three letters that rhyme with tick, Dick, trick.
- 3). Write same. Draw a line under the three letters that say ame. Put a circle around the letter that says its own name. Put a cross under the letter that says nothing.
- 4). Our next word is mail. There are three letters in this word that rhyme with tail, pail, mail. Put a circle around these three letters.
- 5). Write mice. Put a line under the three letters that make a little word that rhymes with rice, slice, and nice. Now put a cross under the letter that says its own name. At the end we find a silent letter. Circle it.
- 6). Ready. Write dark. There are three letters that rhyme with park, bark, lark. Circle these three letters. Now erase all the words, and look up here.

Watch for errors, hesitations, or any handwriting difficulties. Use initial teaching procedure on any word that was not written quickly or easily.

Teaching procedure for the new words:

- 1). Our first new word today is got.

Step 1.

Listen to these words. What letter do you hear at the beginning of each one ?

goat got go give get
G is right.

Thursday (continued)

Let us turn to the board and find out what two letters say ot in the word got.

Steps 2 and 3.

Ready to write got. Let us say each letter softly, as we write. Good. Now let us do it again, and once more.

Steps 4, 5, and 6.

Erase. Quickly write got. Put a line under the two letters that say ot. Circle the letter that is found at the beginning of get, gone, gun.

Step 7.

Erase. Note all errors or hesitations. Repeat Steps 1-7, if necessary.

2). Who can tell us the last word ? (well)

Step 1.

These words all begin with the same letter. Listen and see if you can hear the first letter.

wind we well win weed

In what way are these words alike ? Listen carefully.

bell sell smell well tell

They all have a part that says ell. Let us look at the word well and find out what three letters says ell.

Steps 2 and 3.

Ready to write well. Say each letter softly as you write. Begin, w-e-l-l. Write it again, and once more.

Steps 4, 5, and 6.

Quickly erase. And write well. Be careful. Circle the three letters that say ell. Now put a line under the two letters that are just alike that come together.

Thursday (continued)

Step 7.

Now erase. Let's see how well we have worked.
Write 1) got - 2) well.

Watch for errors or hesitations. Reteach each word, if necessary.

If time permits, review as many words as possible.

Friday

Teach any word that has not been taught.

Teaching procedure:

The words in the review should be in the order in which the group has experienced difficulty. Have this lesson move along as rapidly as possible.

Now we are going to see if we can write all the words we have studied this week. Work as carefully as you can, for there are many directions to follow. (The directions are simple in order to avoid any confusions).

1). I am thinking of something the postman brings. (mail)

Ready. Write mail. Be sure that each one has finished writing the word before giving the next direction. Note those who have a low rate of handwriting.

Draw a circle around the three letters that say ail.

2). The opposite of light is ----. (dark)

Write dark. Circle the three letters that say ark.

3). What word is the name of small animals ? (mice)

Write mice. Put a circle around the three letters that say ice.

4). A word that rhymes with went, bent ? (sent)

Write sent. Circle the three letters that say ent.

Friday (continued)

- 5). Something we do not like to be. (sick)

Write sick. Circle the three letters that say ick.

- 6). Let, not and --- all rhyme. (got)

Write got. Circle the two letters that say ot.

- 7). The opposite of sick is ----. (well)

Write well. There are three letters that say ell.
Circle them.

- 8). When things are alike we say they are the ----(same)

Write same. Put a line under the letter that says
its own name. Circle the letter that doesn't say
anything.

Work on any word needing more practice. Those who experienced no difficulty may go to their seats. Work with those requiring extra practices.

Test - This is to be administered in the afternoon.
The pupils use pencil and paper.

Directions: Teacher says the word. Then uses it in a sentence. The pupils repeat the word. Then write it. If for any reason, a pupil fails to understand the word, repeat it. Give sufficient writing time, so that no pupil will feel hurried.

1. dark - At night it is dark. dark
2. got - She got a new doe today. got
3. sent - We sent for a book. sent
4. well - We like you to be well. well
5. mice - The mice were caught. mice
6. sick - Too much candy makes one sick. sick

Friday

Lesson Plan - Third Week

Test (concluded)

Words to be taught - (8) near, wood, pair, slow, hate, kind,

7. mail - It's fun to get mail. mail

Words 8. same - We all had the same words. same

1. Write the words on the board.

2. Careful and accurate pronunciation by teacher and

The score equals the number right. Eight is the highest

score possible. The teacher should keep a list of both

group and individual errors. Under Lesson Plan- First

The pupil should record any misspelled word in his "own spelling book".

All errors should be corrected.

1) the opposite of fast ? (slow)

Slow is right. Come up, find the word, frame it with both hands, and spell it, looking at it. Use this procedure with each word.

2) of what your desks are made? (wood)

3) when tears come ? (when we cry)

4) which word means two ? (pair)

5) the word that means the opposite of far ? (near)

6) something we should not do ? (hate)

7) how we should be to animals ? (kind)

8) the word that fits in this blank ? We show people the right -- to do things. (way)

Monday (continued) Lesson Plan - Third Week

Words to be taught - (8) near, wood, pair, slow, hate, kind,

way, cry

Monday

1. Write the words on the board.
2. Careful and accurate pronunciation by teacher and pupil.

Procedure:

Follow the directions under Lesson Plan- First Week, for Monday.

3. Word enrichment

Let's play a game with these words. See how quickly you can find the word that answers the question, Do you know ?

Do you know -

- 1) the opposite of fast ? (slow)

Slow is right. Come up, find the word, frame it with both hands, and spell it, looking at it. Use this procedure with each word.

- 2) of what your desks are made? (wood)
- 3) when tears come ? (when we cry)
- 4) which word means two ? (pair)
- 5) the word that means the opposite of far ? (near)
- 6) something we should not do ? (hate)
- 7) how we should be to animals ? (kind)
- 8) the word that fits in this blank ? We show people the right --- to do things. (way)

Monday (continued)

Kind can be used in many different ways. Let us see in how many ways we can use it.

Examples:

Let us be kind to one another.

What kind cow you want ?

She was kind of slow.

Now let us see in how many ways we can use the word way.

Examples:

Show me the way to go.

That isn't the way to do it.

Go way back.

Slow is an interesting word. In how many different ways can we use it ?

Examples:

The sign says, "Go Slow".

The tortoise is a slow animal.

The clock is slow.

4. Omit

5. Seat work. Have each child copy the words from the board in column form. Check for sequence of letters and for correct letter formation.

Tuesday

Words to be taught - near, wood, pair

Words on the board. Children at the board.

Teaching procedure:

1) Our first word is near.

Step 1.

With what letter do these words begin ? Listen carefully.

no near nut nest name

Yes, n.

Tuesday (continued)

Now listen and tell me what you hear in each of these words.

fear dear near hear tear

Yes, ear. I can hear a letter that says its own name. Listen again, ear. Did you hear it? What was it?

Steps 2 and 3.

Let us write the word near on the board. Say each letter softly as you write. Ready, n-e-a-r. Write it once more, and again.

Watch for any handwriting difficulties or confusions in letter formations as, m for n, o for a. Repeat from Step 2, if there are any difficulties.

Steps 4 and 5.

Quickly erase, and write near. Note any errors or confusions. If there is any difficulty, say, "Let's erase." Repeat from Step 1.

Step 6.

You must be careful, or you may get caught. Ready. There are three letters that say ear. Draw a circle around these three letters. Now put a cross under the letter that says its own name. Draw a line under the two letters that say ar (er).

Step 7.

Erase. Repeat Steps 1-7, if word is not mastered.

2). Our next word is wood.

Step 1.

These words all begin alike. Listen and see if you can tell with what letter they begin. Ready.

we with wood want wine

Yes, a w.

Tuesday (continued)

Turn to the board and make the letter w. Remember we go up, down, up again, and down, up once more, and swing across and make a bridge. Good. Take particular note of any handwriting difficulty. Correct it right here.

Now turn this way. These words all rhyme. See if you can hear it.

wood stood hood good

Let us look at the word wood. What two letters come together that are just alike?

Steps 2 and 3.

Ready to write wood saying each letter softly. Begin w-o-o-d. Again write it. Be careful of the two o's. Now once again.

Steps 4 and 5.

Erase, and write wood again, as quickly and as nicely as you can. If there is any hesitation, let them erase and start from Step 1.

Step 6.

Put a line under the two letters that are just alike that come together. If necessary, it will be necessary to erase and start from Step 1.

Step 7.

Erase. Check any errors. Repeat Steps 1-7, if necessary.

Ready to see who can write our two new words. Write 1) near - 2) wood. Notice any hesitations, errors, confusions, or handwriting difficulties. If recall is not automatic, repeat any or all steps that will eliminate the difficulty.

- 3) Our last word is pair. How many things are we talking about when we say a pair? Name some things that we buy by the pair. We do not mean the fruit when we write pair this way. Can anyone spell pear when it means the fruit?

Tuesday(continued)

Step 1.

What letter do we hear at the beginning of these words ?

put pin pit pair pen

See if you can hear the rhyming part of these words. Listen carefully.

fair pair stair hair

Air is right.

Steps 2 and 3.

Ready to write pair. Say each letter softly as you write. Begin p-a-i-r. Write it again, and once more.

Steps 4,5, and 6.

Now erase. Write pair again. Draw a circle around the three letters that say air. Now put a cross under the letter that says its own name.

Step 7.

Erase. Repeat Steps 1-7, if necessary, if word has not been mastered.

Let's find out who can write all of today's words. Ready.

Write 1) near - 2) wood - 3) pair. Note all errors.

Wednesday

Words to be taught - slow, hate, kind

Words on the board. Children at the board.

Review of Tuesday's words.

1.) What letter do you hear at the beginning of these words ?

neat never near no need

Wednesday (continued)

Can you tell the three letters in these words that say ear ?

dear near fear hear

In ear there is a letter that says its own name. What is it ?

Now turn to the board. Write near. Have the children repeat the word before writing it. Draw a circle around the three letters that say ear. Put a cross under the letter that says its own name.

Repeat the initial teaching steps, if word is misspelled, or if there is any hesitancy.

- 2). Now look this way. Listen to these words. With what letter do they begin ?

went wear week wood win

What three letters say ood in these words ?

hood stood wood

Now see if you can write wood. Have children say the word softly before they write it. Put a line under the three letters that say ood. Draw a circle around the two letters that are alike that come together.

- 3). Now look up here. What letter do you hear at the beginning of these words ?

penny pair path pony picture

In pair there are three letters that say air. What are they ?

Ready to write pair. Say it softly before writing it. Put a line under the three letters that say air. Draw a circle around the letter that says its own name.

On any word misspelled or hesitated on, use same procedure as for teaching new word. Not until these three words can be automatically written will the new words be presented.

Wednesday (continued)

Teaching procedure for the new words:

1). Our first new word is slow

Step 1.

You will have to listen very carefully to see if you can hear the first two letters at the beginning of these words.

slow slap slim sled slip

Good, s-l. Repeat list slowly, if no one could hear the s-l.

These words all have a rhyming part. Listen for it.

grow know slow bow crow

ow is right.

Does anyone know what two letters say ow ?

If no one knows, have child find slow, frame the word, say it, and find the part that says ow.

If ou is given, accept it and say that there are two others that say it also.

Steps 2 and 3.

Now write slow, saying each letter softly. Let's write it again, and once again.

Steps 4, 5, and 6.

Erase and write it very carefully again. Draw a line under the two letters that say sl, as in sled, slow, slip. Put a circle around the two letters that say ow.

Step 7.

Quickly erase. Look up here ready for our next word. If word is not mastered, repeat Steps 1-7.

2) Hate is our next word.

Step 1.

We have had the words head and hid. Do you remember with what letter they began ?

With what letter will the word hate begin ?

Wednesday (continued)

In hate there is a little word that we already know. Listen, can you hear it ?

Ate is right. There is a letter that says its own name in the word hate. What is it ? There is also a letter that says nothing. Do you know which one it is ?

Steps 2 and 3.

Ready to write hate, saying each letter softly. Let us write it again. And once again.

Steps 4, 5, and 6.

Now erase. Write hate once more. Circle the three letters that say ate. Put a cross under the letter that says nothing. Put a line under the letter that says its own name.

Step 7.

Erase and ready to write 1) slow- 2) hate-.

Repeat Steps 1-7, if there were any errors or hesitations.

3). Our last word is kind.

Step 1.

Listen and see if you can tell with what letter these words begin.

keep kind kitten kitchen kettle

What makes these words rhyme ? Can you hear the rhyming part ?

find kind hind mind bind

In ind there is a letter that says its own name. Do you hear it ?

Steps 2 and 3.

Write kind saying each letter softly. Ready, k-i-n-d. Let's do it again. Now once again.

Wednesday (continued)

Steps 4, 5, and 6.

Quickly erase. Write kind, as nicely as you can. Circle the three letters that say ind. Put a cross under the letter that says its own name.

Step 7.

Erase. Ready to write all of today's words.

Write 1) slow- 2) hate- 3) kind. Watch for errors or for any hesitations. Repeat Steps 1-7, if necessary.

Check and record all errors. Do only as many words as group can master in the allotted time. Use any untaught words in the next lesson. If time permits, check on near, wood, pair.

Thursday

Words to be taught- way, cry

Words on the board. Children at the board.

Review of Tuesday's and Wednesday's words.

- 1). I'm thinking of a word we have had in our spelling this week that begins like sled, slide, slip. Can you guess what it is ? Do you know any word that rhymes with slow ? Have several give rhyming words.

What two letters say ow in slow ?

What two letters say sl in slow ?

Ready. Write slow. Circle the two letters that say sl. Draw a line under the two letters that say ow.

- 2). We have a word that rhymes with date, mate, and gate. What is the word ?

In ate there is a letter that says its own name. What is it ? There is a letter that doesn't say anything. Do you remember it ?

Thursday (continued)

Now write hate. Circle the three letters that rhyme with late. Put a cross under the letter that says its own name. Put a line under the letter that says nothing.

- 3). There is a word that begins like nine, no, never. What letter is it ?

In near, hear, near, what three letters say ear ? Write near. Draw a line under the three letters that say ear. Put a cross under the letter that says its own name.

- 4). In find, mind, kind there is a part that is alike. Do you hear it ?

Now write kind. Put a line under the three letters that say ind. Put a cross under the letter that says its own name.

- 5). We have a word that has two letters that are just alike that come together. Do you know the word ?

Write wood. Circle the two letters that are alike that are next to each other.

- 6). The little word air is in one of our words. What word is it ? Can you think of a word that rhymes with pair ?

Very carefully write pair. Circle the three letters that say air. Put a cross under the letter that says its own name.

Note all errors or hesitations, or handwriting difficulties. Use initial teaching procedure on any word that was not written automatically.

Teaching procedure for the new words:

- 1). We have a word today that begins like wood and well. With what letter did wood and well begin ?

Step 1.

In each of these words there is a part that sounds the same. Listen and see if you can hear it.

day say may way pay

Do you know what two letters in these words say ay ?

Thursday (continued)

If no one knows, have them turn to the board to look at the word way. If then no one can find it, tell them.

Steps 2 and 3.

Let us write way saying each letter softly. Again write it, and once more.

Steps 4, 5, and 6.

Friday Erase, and quickly write way. Now circle the two letters that say ay.

Step 7.

Erase. Check any errors.

2). Our last word for today is cry.

Step 1.

This is a little bit harder than some of our words have been, but listen carefully and you can get it. What two letters do you hear at the beginning of these words?

cream crumb crack cry creep

Good, cr

Sometimes we hear the sound i at the end of a word. But we do not find the letter i at the end. Can anyone tell what letter sometimes says i at the end of a word? If no one knows, teach that y sometimes says i at the end of a word, as in try, dry, cry, sty, my.

Steps 2 and 3.

Now let us write cry. Once more, and again. Say each letter softly.

Steps 4, 5, and 6.

Erase. Write cry again. Circle the two letters that say cr as in crust, cross, creep. Put a cross under the letter that sounds like i, but isn't an i.

Thursday (continued)

Step 7.

· Erase. Write 1) way- 2) cry.

Watch for errors or hesitations. Use Steps 1-7 on either word, if re-teaching is necessary.

If time permits, review as many words as possible.

Friday

Teach any word that has not been taught.

Teaching procedure:

The words in the review should be used in the order in which the group experienced difficulty. Move the lesson along as rapidly as possible.

We are going to see how many can write all the words that we have studied this week. There are many directions to follow, so work very carefully. (The directions are simple in order to prevent any confusions).

Let us write the word that -

1). is the opposite of laugh. (cry)

Write cry. Circle the two letters that say cr.

2). is used for making chairs and desks. (wood)

Write wood. Draw a line under the two letters that are alike.

3). means two of a thing. (pair)

Write pair. Circle the three letters that say air. Put a cross under the letter that says its own name.

4). is the opposite of far. (near)

Write near. Draw a line under the three letters that say ear: Put a cross under the letter that says its own name.

Friday (continued)

5). tells what we should be to one another. (kind)

Write kind. Circle the three letters that rhyme with, find, mind, blind.

6). rhymes with date, late, rate. (hate)

Write hate. Circle the three letters that say ate. Put a cross under the letter that says nothing.

7). is the opposite of fast. (slow)

Write slow. Circle the part that says sl. Draw a line under the two letters that say ow.

8). rhymes with day, may, say. (way)

Write way. Draw a line under the part that says ay.

Work on any word needing extra practices. Those who experienced no difficulty may take their seats. Work with those requiring more practices.

The score equals the number right. Eight is the highest possible score. The teacher should keep a list of both group and individual errors.

The pupil should record any misspelled word in his "own spelling book".

All errors should be corrected.

Friday (concluded)

Test - This is to be administered in the afternoon.
The pupils use pencil and paper.

Directions: Teacher says the word. Then uses it in a sentence. The pupils repeat the word. Then write it. If for any reason, a pupil fails to understand the word, repeat it. Give sufficient writing time, so that no pupil will feel hurried.

1. kind - The boy was kind to his dog. kind
2. pair - The girl had a pair of rabbits. pair
3. cry - We cry when we are hurt. cry
4. near - The stars are not near to us. near
5. slow - The clock was slow today. slow
6. wood - Our desks are made of wood. wood
7. hate - We hate war. hate
8. way - Which is the right way to do it? way

The score equals the number right. Eight is the highest possible score. The teacher should keep a list of both group and individual errors.

The pupil should record any misspelled word in his "own spelling book".

All errors should be corrected.

Can you think of different ways in which we can use the word walk?

Examples: to go for a walk
the walk that goes to the door
to learn to walk

Lesson Plan - Fourth Week

Words to be taught - (8) real, right, first, fine, walk, place, bring, wet

Monday

1. Write the words on the board.
2. Careful and accurate pronunciation by the teacher and pupil.

Procedure:

Follow the directions under Lesson Plan - First Week for Monday.

3. Word enrichment

See who can find the answer to these riddle first.

- 1) Find the word that is the opposite of wrong.
(right)
Yes, right. Come up, find the word and frame it with both hands and spell it looking at it. Use this procedure with each word.
- 2) Something we learn to do when we are very young. (walk)
- 3) If we go out when it rains, we get --- . (wet)
- 4) The word that is the opposite of last . (first)
- 5) When the sun shines we say it is a ---- day.
(fine)
- 6) Will you please ---- the dish on the table?
(place)
- 7) Please --- the book to me. (bring)
- 8) This is a ---- live rabbit. (real)

Can you think of different ways in which we can use the word walk ?

Examples: to go for a walk
the walk that goes to the door
to learn to walk

Monday (continued)

Let us see how we can use place.

Examples: to place a dish on a table.

to have a nice place

to live at 24 Green Place

Step 1. In how many ways can we use right ?

Examples: the right way

do the right thing

turn to the right

Fine is an interesting word.

In how many ways can we use it ?

Examples: a fine day

fine sand (very small particles)

a fine boy

the man had to pay a fine

4. Omit

5. Seat work. Copy words from the board. Check for sequence of letters and correct letter formation.

Tuesday

Words to be taught - real, right, first

Words on the board. Children at the board.

Teaching procedure:

1) Our first word is real

Step 1.

Listen carefully. See if you can tell what letter we find at the beginning of these words.

right ring real ripe red

Yes, r.

These words are alike because they rhyme. Listen and see if you can hear the rhyming part.

meal real deal seal steal

Tuesday (continued)

How many heard it ? eal is right. In real there is a letter that says its own name. Did you hear it ? Let's say it together softly. Who heard the letter ? Now right next to the e is a letter that says nothing. Does anyone know what it is ?

Steps 2 and 3.

Let's write the word real on the board, saying each letter softly. Ready, r-e-a-l. Watch. Now let's write it again. And once again.

Watch for any handwriting difficulties or confusions in letter formations as , o for a. Repeat from Step 2, if there are any difficulties.

Steps 4 and 5.

Erase and write real. Watch for errors and confusions. If there are any, have work erased and repeat from Step 1.

Step 6.

Now watch out. How well can you follow directions? Put a line under the three letters that say eal. Circle the letter that is silent. Put a cross under the letter that says its own name.

Step 7.

Erase. Repeat Steps 1-7, if word is not mastered.

- 2) We have another word that begins like real. It is right.

Step 1.

In right we have one of the ight family. It is the one that rhymes with might, bright, sight, fight. Does anyone know the four letters that say ight ? If no one does, let someone find it, frame it, and spell it from the list on the board.

Steps 2 and 3.

Ready to write the word right. Say each letter softly. Ready. r-i-g-h-t. Let's do it again. Once more.

Tuesday (continued)

Steps 4, 5, and 6.

Erase. Quickly write right. If there are any hesitations, repeat from Step 1. Circle the four letters that say ight.

Step 7.

Now erase. Check any errors. Repeat Steps 1-7, if necessary.

Ready to write the two new words we have had today. Write 1) real - 2) right. Notice any hesitations, errors, confusions, or handwriting difficulties. Recall must be automatic. Repeat any or all steps necessary to eliminate the difficulty.

3) Our last word is first.

Step 1.

Listen to see if you can hear with what letter these words begin, fine

fine first feel fun fair

Repeat list, if necessary.

You will have to listen very carefully to be able to tell what two letters you can hear at the end of these words.

first last crust fast past

Repeat slowly, and with emphasis, if no one could hear the last two letters. This may be necessary since this is the initial use of a final blend. There are two letters that say ir. Do you know what two letters they are? If necessary, look at word, frame the letters and spell them.

Steps 2 and 3.

Ready to write first, saying each letter softly. Let's do it again. And once again.

Tuesday (concluded)

Steps 4, 5, and 6.

Erase and see how quickly you can write first again.
Put a line under the two letters that say ir.
Circle the two letters that say st.

Step 7.

Now erase. Repeat Steps 1-7, if word has not been mastered. See how many can write all of today's words. Ready. 1) real -- 2) right-- 3) first.

Note all errors.

Wednesday

Words to be taught - fine, walk, place

Words on the board. Children at the board.

Review of Tuesday's words. Listen for the rhyming part.

- 1). Listen carefully. What letter do you hear at the beginning of these words ?

race real ring rubber run

Why are these words called rhyming words ?

deal seal meal real heal

Now turn to the board and write real. Have children say the word before writing it. Careful. Circle the three letters that say eal. Put a cross under the letter that says its own name. Draw a line under the letter that says nothing. Repeat the initial teaching steps, if word is misspelled, or if there is any hesitancy.

- 2). Now look this way. Who can tell in what way real and right are the same ?

Write the word right. Do it the right way. Make sure you have four letters that say ight. Circle the part that says ight.

Wednesday (continued)

- 3). Turn this way and listen. What two letters at the end of first say st? There are two other letters that say ir. Do you remember what they are?

Quickly write first. Watch out. Circle the two letters that say ir. Draw a line under the two letters that say st.

Reteach any word that caused any difficulty. Use Steps 1-7.

Teaching procedure for the new words:

- 1). Our first word is fine.

Step 1.

In what way are these words alike?

first fast fine fish fan

These words all rhyme. Listen for the rhyming part.

fine pine nine dine mine

What does the rhyming part say? We had a spelling word sometime ago that was a number. It rhymed with fine. Do you remember it? (nine)

Steps 2 and 3.

Now let us write fine saying each letter softly. Write it again, and once more. Watch for errors or any hesitancy at recall. Check any handwriting confusions as making an m for an n.

Steps 4, 5, and 6.

Erase, and write fine again. Draw a line under the part that says ine. Circle the letter that says nothing. Put a cross under the letter that says its own name.

Step 7.

Erase, and look up here. If word is not mastered, repeat Steps 1-7.

Wednesday (continued)

2). Walk is our next word.

Step 1.

Walk begins like well and way. How many remember with what letter they began ? Yes, w.

In walk, talk, and chalk, there are three letters that say alk. Does anyone know the three letters ? If no one does, have class turn to the list of words and tell them. Let someone frame the three letters.

Steps 2 and 3.

Ready to write walk. Say each letter softly. Let us write it again. Write it once more. Watch that there are no confusions in the writing, as, o for a, h for k.

Steps 4, 5, and 6.

Quickly erase; write walk. Circle the three letters that say alk.

Step 7.

Erase. Repeat Steps 1-7, if necessary.

Ready. Write 1) fine- 2) walk. Watch for errors or any hesitations. Repeat Steps 1-7, if necessary.

3). Our last word is place.

Step 1.

Listen and see if you can hear the two letters we hear at the beginning of these words.

place plant play plan please

Do you know why these words are alike ? Listen carefully.

lace place race face Grace

In these words there is a letter that says its own name. Listen and see if you can hear it. Repeat the above list. Did you hear it? Yes, a.

Wednesday (continued)

There is also a letter that doesn't say anything. Let's look at the word on the board and see if we can find it. Good, the e is right. Now what three letters say ace ?

Steps 2 and 3.

Ready to write place. Say each letter softly. Begin p-l-a-c-e. Write it again, and again.

Steps 4, 5, and 6.

Erase and write place, as quickly as you can. Now watch out. Put a line under the two letters that say pl as in play, please, plan. Circle the part that says ace. Put a cross under the letter that says its own name.

Step 7.

Erase. Repeat Steps 1-7, if necessary.

Ready to write all of today's words. Write 1) fine- 2) walk 3) place.

Record all errors. Do only as many words as group can master in the allotted time. Any word not taught, use in the next lesson. If there is time, have group write real, right, first.

Thursday

Words to be taught- bring, wet

Words on the board. Children at the board.

Review of Tuesday's and Wednesday's words.

- 1) It will be interesting to see how many of you can write all the words we have had so far this week. Ready for the first word.

Write real. Circle the three letters that say eal.

- 2) There is a word that rhymes with might, sight, bright that we have had. Do you remember it ?

Write the word right. Put a line under the four letters that say ight.

Thursday (continued)

- 3) I'm thinking of a word that begins like fun, feel, face. Do you know what it is ? (both first and fine begin alike so accept either one. This is the procedure for first).

First, last, best, have two letters at the end that say st. What two letters are they ?

Now write first. Circle the two letters that say ir. Put a line under the two letters that say st.

- 4) We had another word that began like first. It rhymed with mine, nine, pine. Who knows the word ?

Ready. Write fine. Put a cross under the letter that says its own name. Circle the silent letter.

- 5) Another word began like we, wind, went. What is the word ? What three letters say alk ?

Write walk. Put a cross under the letter that we find at the beginning of win, want, we. Circle the three letters that say alk.

- 6) We had a word that begins like play, please, plum. What two letters do we find at the beginning of these words ? What is the word ?

In place, race, lace, there is a part that is alike. Do you hear it ? What three letters say ace ? Which letter says its own name ? Which one is silent ?

Write place. Put a line under the two letters that say pl. Circle the part that says ace. If necessary, use initial teaching procedure on any word that has not been mastered. Do not continue with new words until the six previously taught words have been mastered.

Teaching procedure for the new words:

- 1) Our first word is bring.

Step 1.

See if you can hear the first two letters at the beginning of these words. Listen carefully.

bright bring brush brother breathe

Yes, br. Repeat, if necessary.

Thursday (continued)

What do you hear in these words that makes them alike ?

sing ring bring sting spring

Ing is right. Can anyone tell the three letters that say ing ?

Steps 2 and 3.

Now ready to write bring, saying each letter softly.

Let's do it again, and again.

Steps 4, 5, and 6.

Erase quickly, and write bring. Watch out. Circle the letters that say ing, as in sing, ring, wing. Put a line under the two letters that say br as in broom, brown, bright.

Step 7.

Erase. Check any errors and repeat from Step 1, if necessary.

- 2) We have another word that begins like well, walk, way. It is wet.

Step 1.

In what way are these words alike ?

pet met let wet bet

Can you think of some other words that rhyme with wet ? What two letters say et ?

Steps 2 and 3.

Let's write wet, saying each letter softly. Once more and watching the bridge on the w, let's write it again.

Steps 4, 5, and 6.

Erase. Write 1) bring- 2) wet.

Watch for errors or any hesitations. Use Steps 1-7 on either word, if added practice is required.

If time permits, review as many words as possible.

Friday

Teach any word that has not been taught.

Teaching procedure:

The words in the review should be used in the order in which the group experienced difficulty. Move the lesson along as rapidly as possible.

Now ready to write all the words we have studied this week. You will have to listen carefully in order to follow directions. (The directions are simple in order to prevent any confusion).

- 1). Write the word that rhymes with talk, chalk. (walk)

Put a line under the part that says alk. If group has had difficulty with alk, then say, put a line under the three letters that say alk.

- 2). What word rhymes with pet, let, met ? (wet)

Write wet. Circle the part that says et.

- 3). If you are at the beginning you are _____. (first)

Write first. Circle the two letters that say st. Put a line under the part that says ir.

- 4). What word means to put or set something down ? (place)

Write place. Circle the part that says pl. Put a cross under the letter that says its own name. Put a line under the letter that says nothing.

- 5). Is that a _____ flower ? (real)

Write real. Circle the silent letter. Put a cross under the letter that says its own name.

- 6). What word rhymes with sing, ring, thing ? (bring)

Write bring. Circle the part that says ing. Put a line under the two letters that say br.

Friday (continued)

- 7). The sun is shining. So we say it is a ____ day. (fine)

Write fine. Circle the part that says ine. Put a cross under the letter that says its own name. Put a line under the letter that is silent.

- 8). The opposite of left is _____. (right)

Write right. Put a line under the four letters that rhyme with night, sight, light. If time permits, try this:

Write the four letters that say ight. Now, make ight say sight- bright- tight- fight. Have them make ine say dine- nine- mine. Then have eal say real- seal- meal- deal.

Those who experienced no difficulty may take their seats. Work with those requiring more practices.

Test - This is to be administered in the afternoon. The pupils use pencil and paper.

Directions: Teacher says the word. Then uses it in a sentence. The pupils repeat the word. Then write it. If for any reason, a pupil fails to understand the word, repeat it. Give sufficient writing time, so that no pupil will feel hurried.

1. wet - It is wet when it rains. wet
2. fine - That is fine work today. fine
3. real - The boy did a real good job. real
4. place- The playground is a good place to place
play.
5. walk - Let us walk to the door. walk
6. right - The good citizen does what is right. right
7. first - We will be the first ones at the first
party.
8. bring - Please bring the book to me. bring

Lesson Plan - Fifth WeekDirections for scoring:

The score equals the number right. Eight is the highest possible score.

The teacher should keep a list of both group and individual errors.

The pupil should record any misspelled word in his "own spelling book".

All errors should be corrected.

3. Word enrichment

See how many of these riddles you can guess.

- 1) The name of a small village. (town) Town is right. Come up, find the word, frame it with both hands, and spell it, looking at it. Use this procedure with each word.
- 2) Find the name of a part of the body. (hand)
- 3) Something in which we put food. (dishes)
- 4) What do we do when we salute the flag? (stand)
- 5) The name of an animal. (sheep)
- 6) The opposite of open. (close)
- 7) A word that means to start. (begin)
- 8) A book is right near as we say. "___ is my back." (that)

Can you think of different ways to use stand?

Examples: a flower stand in a room.
a fruit or vegetable stand on sidewalk or at market
to stand up

Another interesting word is hand. Let us see in how many ways we can use it.

Monday (continued) Lesson Plan - Fifth Week

Words to be taught - (8) close, dishes, sheep, town, begin, that, hand, stand

Monday

1. Write the words on the board.
2. Careful and accurate pronunciation by teacher and pupil.

Procedure:

Follow the directions under Lesson Plan - First Week for Monday.

3. Word enrichment

See how many of these riddles you can guess.

- 1) The name of a small village. (town) Town is right. Come up, find the word, frame it with both hands, and spell it, looking at it. Use this procedure with each word.
- 2) Find the name of a part of the body. (hand)
- 3) Something in which we put food. (dishes)
- 4) What do we do when we salute the flag? (stand)
- 5) The name of an animal. (sheep)
- 6) The opposite of open. (close)
- 7) A word that means to start. (begin)
- 8) A book is right near so we say, "___ is my book." (that)

Can you think of different ways to use stand?

Examples: a flower stand in a room.
a fruit or vegetable stand on sidewalk or at market
to stand up

Another interesting word is hand. Let us see in how many ways we can use it.

Monday (continued)

Examples: your right hand
please, hand it to me

4. Exercises in auditory discrimination and visual perception

Let us have some fun with our words. Listen carefully and see if you can hear and then find what I say in our list of words.

- 1) There is a word that has and in it. Who can find it? Frame it, and say it carefully. Who can find it in another place? (hand-stand) Use this procedure with each word.
- 2) A word that has a part that says ow. (town)
- 3) A word that has a part that says sh. (sheep-dishes)
- 4) A word that has in in it. (begin)
- 5) A word that has a part that says th. (that)
- 6) There is a part of a word that says ose. (close)
- 7) A word that has two letters that say cl. (close)
- 8) A word that has two letters just alike that come together. (sheep)
- 9) Find a word that begins like step, stop. (stand)
- 10) A word that has the word at in it. (that)

5. Seatwork. Copy words from the board. Check for sequence of letters and correct letter formation.

Tuesday

Words to be taught - close, dishes, sheep, town

If at this time the group can learn four words, present them. This is not to be attempted, if more practices are needed on the first three words.

Words on the board. Children at the board.

Teaching procedure:

- 1) Our first word is close.

Tuesday (continued)

Step 1.

In these words what two letters do you hear at the beginning ? Listen.

cloud climb clay close cling

Now these words rhyme. See if you can hear the rhyming part.

close nose hose rose

In close there is a letter that says its own name. Did you hear it ?

There is a letter at the end that says nothing. Do you know what the letter is ?

Steps 2 and 3.

Now let's write close saying each letter softly. Now again, and again.

Watch for any handwriting difficulties or confusions in letter formations as, writing the os. Repeat from Step 2, if there are any difficulties.

Steps 4, 5, and 6.

Erase, and write close. Watch for errors or confusions. If there are any, have work erased and repeat from Step 1. Be careful for the next directions. Circle the letters that say cl, as in clean, clip. Put a line under the part that rhymes with nose, rose. Put a cross under the letter that says nothing.

Step 7.

Erase. Repeat Steps 1-7, if necessary.

2) Our next word is dishes.

Step 1.

In what way are these words the same ? Listen carefully.

fish dish wish swish

Tuesday (continued)

Steps Where do we find sh in the word dish ?

Who can tell what we have added to dish to make it say dishes ? When we add es how many dishes are we talking about ? To some words we add es to make a word mean more than one.

Steps 2 and 3. Write sheep again. Watch for errors or hesitations. Circle the two letters that come to-

Ready to write dishes. Say each letter softly. Now write it again, and again.

Steps 4, 5, and 6.

Quickly erase, and write dishes. If there are any errors, or hesitations, repeat from Step 1. Now be very careful or you may get caught. Circle the three letters that say ish. Put a line under the two letters that say sh. Put a cross under each of the two letters that say es, as in fishes, wishes. Good.

Step 7. word is loan.

Erase. Check any errors. Repeat Steps 1-7, if necessary.

Ready to write the two words we have had today. Write 1) close- 2) dishes.

Recall must be automatic. Repeat any or all steps necessary to eliminate difficulty.

3) Sheep is our next word.

Step 1. down clown brown frown town

What two letters did we hear at the end of dish, fish, wish ? Now listen and tell what two letters you hear at the beginning of these words.

she sheep shall shelf shed

These words rhyme. Can you hear the rhyming part ? Listen carefully.

sleep deep steep sheep peep

There are two letters that are just the same that come together. What are the two letters ?

Tuesday (continued)

Steps 2 and 3. Check for errors. Repeat Steps 1-4, if necessary.

Ready to write sheep. Say each letter softly. Let's write it again and again.

Steps 4, 5, and 6.

Erase, and write sheep again. Watch for errors or hesitations. Circle the two letters that come together that are the same. Now draw a line under the letters that say sh as in sheep, shell, she.

Step 7. Erase. Check all errors. Repeat Steps 1-7, if necessary.

Ready to write our new words. Write 1) close- 2) dishes- 3) sheep. Note all errors.

If time permits, teach town.

4) Our last word is town.

Step 1. What letter do you hear at the beginning of these words?

teeth town to team touch

These words are alike. Listen and see if you can tell in what way.

down clown brown frown town

In town there are two letters that say ow. What are they?

Steps 2 and 3. Let's write town saying each letter softly. Do it two more times.

Steps 4, 5, and 6.

Erase, and write town again. Circle the three letters that say own. Put a line under the part that says ow.

Step 7.

Erase and check for errors. Repeat Steps 1-7, if necessary.

Now see how many can write all our new words. Ready. Write 1) close- 2) dishes- 3) sheep- 4) town.

Make note of all errors.

Wednesday

Words to be taught- begin, that, hand, stand

Words on the board. Children at the board.

Review of Tuesday's words.

- 1) Let's write close. Circle the two letters that say cl. Put a line under the three letters that say ose.
- 2) Now write dishes. There are three letters that rhyme with wish, fish. Circle them. Put a line under the two letters that make the word mean more than one.
- 3) Write sheep. There are two letters that say sh. Circle them. Underline the two letters that come together and are alike.
- 4) Now write town. Circle the two letters that say ow.

Use initial procedure with any that caused any difficulty.

Teaching procedure for the new words:

- 1). Our first new word is begin.

Step 1.

In the word begin what little word do you hear at the beginning?

What little word do you hear at the end? Repeat word, if necessary.

Steps 2 and 3.

Write begin, saying each letter softly. Once more, and again.

Wednesday (continued)

Steps 4, 5, and 6.

Erase, and write begin again. Circle the little word in. Underline the word be. Watch for the bridge on the letter b.

Step 7.

Erase. Repeat Steps 1-7, if necessary.

2) Our next word is that.

Step 1.

Listen carefully. What two letters do you hear at the beginning of these words ?

that thing then this them

There is a little word in that that rhymes with bat, fat, mat, sat.

What is it ?

Steps 2 and 3.

Write that, saying each letter softly. Write it again, and again.

Steps 4, 5, and 6.

Quickly erase and write that. Circle the little word at. Underline the two letters that say th.

Step 7.

Erase. Repeat Steps 1-7, if necessary.

Now write 1) begin - 2) that. Notice hesitations, errors, confusions, or handwriting difficulties. Recall must be automatic. Repeat any or all steps to eliminate the difficulty.

3) Our next word is hand.

Step 1.

What little word do you hear in these words ?

hand band stand land sand

Do you know any other words that have and in them ?

Wednesday (continued)

Steps 2 and 3.

Write hand, saying each letter softly. Write it again, and again.

Steps 4, 5, and 6.

Erase. Write hand. Circle the word and.

Step 7.

Erase. Repeat Steps 1-7, if necessary.

Ready to write 1) begin- 2) that - 3) hand. Make note of all errors. Repeat the steps necessary to eliminate them.

If time permits, teach stand.

4) Our last word is stand.

Step 1.

In what way are hand and stand alike ?

What two letters do you hear at the beginning of these words ?

stay step stand stamp story

Steps 2 and 3.

Write stand, saying each letter softly. Once again, and again.

Steps 4, 5, and 6.

Erase, and write stand again. Circle the word and. Underline the part that says st.

Step 7.

Erase. Repeat Steps 1-7, if necessary. Now see if we can write all of the new words we have learned today.

Ready. Write 1) begin- 2) that- 3) hand- 4) stand.

Repeat the steps needed to eliminate any error.

Thursday

Words to be taught - Teach any word that has not been taught.

Words on the board. Children at the board.

Review of Tuesday's and Wednesday's words.

If a word is not written automatically, or if there is any error, use the initial procedure for the teaching of a word.

- 1). Write close. Circle the part that says cl. Put a line under the letter that says its own name. Put a cross under the letter that is silent.
- 2). Write dishes. Circle the part that says es. Put a line under the part that rhymes with fish, wish.
- 3). Write sheep. The same two letters that we find at the end of wish, fish, dish, we find at the beginning of sheep. Circle them. Underline the two letters that say e.
- 4). Write town. Down, clown, brown, rhyme with town. Circle the rhyming part.
- 5). Write begin. There is a little word at the beginning of begin. Underline it. Now circle the part that says in.
- 6). Write that. Circle a little two-letter word in that. Underline the two letters in that which are also found in this, then, thought, those.
- 7). Write hand. Circle the word and.
- 8). Write stand. Circle the letters that say st. Put a line under and.

If all of the week's words have not been taught, teach them at this time.

If all words have been taught, and time permits, erase list, and have class rewrite words, omitting the marking of parts of words. Correct any persistent handwriting difficulties.

Friday

Teach any word that has not been taught.

Teaching procedure:

The words in the review should be used in the order in which the group experienced difficulty. Move the lesson along as rapidly as possible.

Let's have some fun with the words we have studied this week. You will have to listen carefully, in order to follow directions.

- 1). There is a word that means a village. (town)

Write town. Now make it say down, brown, clown.

- 2). A name of a part of the body. (hand)

Write hand. Now make it say band, sand, stand.

- 3). The name of an animal. (sheep)

Write sheep. Now make it say sleep, deep, keep.

- 4). Please --- the door. (close)

Write close. Now write rose, those, nose.

- 5). Something out of which we eat. (dishes)

Write dishes. Now write fishes, wishes.

- 6). If you start a thing you ---- it. (begin)

Write begin. Now write pin, thin, win.

- 7). What is ---- over there ? (that)

Write that. Write hat, bat, sat, mat, pat.

Repeat the initial procedure for the teaching of a word, on any word needing it.

Those who experienced no difficulty may take their seats. Work with those requiring more practices.

Friday

Test - This is to be administered in the afternoon.
The pupils use pencil and paper.

Directions: Teacher says the word. Then uses it in a sentence. The pupils repeat the word. Then write it. If, for any reason, a pupil fails to understand the word, repeat it. Give sufficient writing time, so that no pupil will feel hurried.

1. town - We live in a good town. town
2. sheep - We get wool from sheep. sheep
3. stand - Smart people stand straight. stand
4. dishes - These blue dishes are pretty. dishes
5. begin - Please begin to read. begin
6. hand - Raise your right hand. hand
7. that - Is that your room ? that
8. close - Now you may close the door. close

The score equals the number right. Eight is the highest score possible.

The teacher should keep a list of both group and individual errors.

The pupil should record any misspelled word in his "own spelling book".

All errors should be corrected.

10). The boy said, "____ are mine." (these)

Let's see in how many ways we can use the word ground.

Examples: to plant seed in the ground
ground meat
to cover a lot of ground

Lesson Plan - Sixth Week

Words to be taught - (10) ground, strong, north, these,
skate, looking, hide, shade, fishing,
still

Monday

1. Write words on the board.
2. Careful and accurate pronunciation by the teacher and pupil.

Procedure:

Follow the directions under Lesson Plan- First Week for Monday.

3. Word enrichment

Here are some riddles. See how many of them you can guess.

- 1). I'm thinking of a word that is the name of a direction. (north)
- 2). Something boys and girls like to do in the winter. (skate)
- 3). The opposite of being in the sun. (shade)
- 4). Most boys like doing it. (fishing)
- 5). The opposite of noisy. (still)
- 6). Another name for the earth or dirt. (ground)
- 7). Your friends were _____ for you. (looking)
- 8). The opposite of weak. (strong)
- 9). We play a game called--- and seek. (hide)
- 10). The boy said, "_____ are mine." (these)

Let's see in how many ways we can use the word ground.

Examples: to plant seed in the ground
ground meat
to cover a lot of ground

Monday (continued)

Another interesting word is hide.

In how many ways can you use it ?

Examples: to hide behind a tree
cow hide
to hide something away

Shade is very interesting. Let's see in what way you can use it.

Examples: to sit in the shade
to shade your eyes with your hand
to pull down the window shade
shade trees

4. Exercises in auditory discrimination and visual perception.

Ready for some fun with our words. Listen and see if you can hear and then find, what I say, in our list of words.

1) What do you hear that is the same in all of these words ?

wide hide slide tide side

Now who will find it, frame it, and say it carefully ? Use this procedure with each word.

2) These words have a rhyming part. Can you hear it ?

will Bill still mill pill

What three letters say ill ?

3) What two letters do we hear at the beginning of this, that, these ?

Can you find a word in the list that begins with th ?

4) We find that these, things, them begin with what two letters ?

Now can you find a word that ends with th ?

Monday (continued)

- 5) What ending do we hear in these words - looking, walking, fishing, cooking ? Who can find ing in our lesson ?
- 6) What part of these words is the same ? Find it in the list.
late mate skate hate rate
- 7) In these words what do you hear that is alike ?
made fade grade shade
- 8) What three letters do you hear at the beginning of these words ?
string strong strain stream
- 9) What two letters do you hear at the beginning of these words ?
she shell shade shake
Find a word that begins with sh.
- 10) Can anyone find a word that has sh in it but is not at the beginning of a word ?
- 11) There are two letters in a word that say ou.
(ou as in ground) Can you find them ?
- 12) These words rhyme - hook, cook, took, nook.
What word in our list could we add ? Can you name any others ?
- 13) These words begin alike-- stay, steed, stove, stem.
Find the one in our lesson that begins the same.
- 14) In what way are these words alike ?
grape great ground grab
Find a gr word on the board.
- 15) There are two letters that say or. Can you find a word that has or in it ?
- 16) What two letters do you hear at the beginning of these words ?
skim skate skin skating

16) (concluded)

Find a word in the list that begins the same way.

Tuesday

Words to be taught - ground, strong, north, these

Words on the board. Children at the board.

Teaching procedure:

1) Our first word is ground.

Step 1.

What two letters do you hear at the beginning of these words ?

grass grow ground gravy gray

Listen and see if you can tell why these words rhyme.

hound found bound ground sound

Steps 2 and 3.

Write ground saying each letter softly. Now write it again, and again.

Watch for any handwriting difficulties or confusions in letter formations as , a for o, v for u, and the two letters ou. Repeat from Step 2, if there are any difficulties.

Steps 4, 5, 6, and 7.

Erase, and write ground. Watch for errors or confusions. If there are any, have work erased and repeat from Step 1. Be careful for the next directions. Circle the two letters that say ou. Put a line under the letters that say gr, as in grass, green. Now erase. Repeat Steps 1-7, if necessary.

2) Strong is our next word.

Step 1.

Listen and tell what three letters you hear at the beginning of these words.

Tuesday (continued)

string strap strip strong strange

Step What is the rhyming part of these words ?

strong throng song long gong

Steps 2 and 3.

Write strong, saying each letter softly. Write it again, and again. Watch for handwriting difficulties or confusions in letter formations. Repeat from Step 2, if necessary.

Steps 4, 5, 6, and 7.

Erase. Write strong again. If necessary, repeat from Step 1. Now put a line under the part that says ong. Circle the part that says str. Erase. Repeat Steps 1-7, if there are any difficulties.

3). Our next word is north

Step 1.

What two letters say or ? Do you hear them in nor, for ?

Listen and see if you can tell what two letters you hear at the end of these words.

south north forth youth width

Steps 2 and 3.

Write north, saying each letter softly. Do it again, and again.

Watch for any handwriting difficulties as, m for n, a for o.

Steps 4,5,6, and 7.

Erase. Write north. Circle the little word or. Put a line under the letters that say th. Now erase. Watch for errors or hesitations. Repeat Steps 1-7, if word is not mastered.

Now ready to write 1) ground- 2) strong-- 3)north. Note all errors.

Tuesday (continued)

4). Our last word is these. the part that says th.
Put a cross under the silent letter. Put a line
Step 1. under the letter that says its own name.

In north we heard what two letters at the end ?
What two letters do we hear at the beginning of
these words ?

Step 1. that those these them this

There is a letter in these that says its own name.
There is a letter that says nothing. Can anyone
tell what letter it is ?

Steps 2 and 3.

Now write these. Once more, and again. Watch
for any errors.

Steps 4, 5, 6, and 7.

Erase. Write these again. Circle the two letters
that say th, as in that, this, them. Put a cross
under the letter that says nothing. Put a line
under the letter that says its own name. Erase.
Repeat Steps 1-7, if necessary.

Let us try to write all of today's words. Ready.
Write: 1) ground- 2) strong- 3) north- 4) these.

Repeat any or all steps to erase errors.

Wednesday

Words to be taught- skate, looking, hide, shade

Words on the board. Children at the board.

Review of Tuesday's words.

- 1). Write ground. Underline the two letters that say gr. Circle the four letters that rhyme with sound, hound, and mound.
- 2). Write strong. Underline the three letters that say ong. Circle the three letters that say str.
- 3). Write north. Circle the two letters that say or. Underline the two letters that say th.

Wednesday (continued)

- 4). Now write these. Circle the part that says th. Put a cross under the silent letter. Put a line under the letter that says its own name.

Teaching procedure for the new words:

- 1). Our first word is skate.

Step 1.

What two letters do you hear at the beginning of these words ?

skimp skate skin skates

What little word do you hear in these words ?

late skate state mate plate

What letter says its own name ? What letter is silent ?

Steps 2 and 3.

Write skate. Write it again, and again.

Steps 4, 5, and 6.

Erase, and write skate again. Circle the word ate. Underline the part that says sk.

Step 7.

Erase. Repeat Steps 1-7, if necessary.

- 2). Our next word is looking.

Step 1.

Listen. What is the same in each of these words ?

cook book look hook took

What ending do you hear on these words ?

walking looking writing singing playing

Wednesday (continued)

Steps 2 and 3.

Let us write looking, saying each letter softly.

Write it again, and again.

Steps 4, 5, and 6.

Now erase, and write looking again. Be careful, for it is easy to get caught. Underline the ending that says ing. Circle the two letters that come together that are alike.

Step 7.

Erase. Repeat Steps 1-7, if necessary. Now write:

1) skate- 2) looking- Note all errors, hesitations, confusions, or handwriting difficulties. Recall must be automatic. Repeat any or all steps to eliminate the difficulty.

3). Hide is our next word.

Step 1.

Listen for the rhyming part of these words.
Can you hear it ?

ride side hide slide tide

Steps 2 and 3.

Let us write hide saying each letter softly. Write it again and once again.

Steps 4, 5, and 6.

Erase. Write it again. Circle the part that says ide. Put a cross under the letter that says nothing. Put a line under the letter that says its own name. Watch for any errors.

Step 7.

Now erase. Repeat Steps 1-7, if necessary. Be careful. Write 1) skate-- 2) looking-- 3) hide. Note all errors. Repeat steps necessary to eliminate them.

Wednesday (concluded)

4). Our last word is shade.

Step 1.

What two letters do you hear at the beginning of these two words ?

shell shade she shop ship

Let us think of some words that rhyme with shade.
Who has one ready ?

Steps 2 and 3.

Write shade. Say each letter softly as you write.
Write it again, and again.

Steps 4, 5, and 6.

Quickly erase, and write shade again. Underline the part that rhymes with made, fade, grade.
Circle the part that says sh.

Step 7.

Now erase. Repeat Steps 1-7, if necessary.

Ready to write all of the new words we have learned today.

Careful, or you might get caught. Write 1) skate--

2) looking-- 3) hide-- 4) shade.

Repeat any steps necessary for mastery of any word. If time permits, review ground, strong, north, these.

Thursday

Words to be taught-- fishing, still.

Words on the board. Children at the board.

Review of Tuesday's and Wednesday's words.

If a word is not written automatically, or if there is any error, use the initial procedure for the teaching of a word.

Thursday (continued)

Let me see how well you have remembered the words we have had this week.

- 1). Write ground. Circle the part that says ou. Underline the part that says gr, as in great, green, grass.
- 2). Write strong. Put a line under the part that says str. Circle the part that rhymes with long, song, wrong.
- 3). Write north. Circle the little word or. Put a line under the part that is the same as the first two letters in that.
- 4). Write these. Circle the part that says ese. Put a cross under the silent letter. Underline the two letters that are the same as the last two letters in north.
- 5). Write skate. Underline the word ate. Put a cross under the letter that says its own name. Circle the part that says sk.
- 6). Write looking. Put a line under the part that says ing. Circle the two letters that come together that are alike.
- 7). Write hide. Circle the ide part. Put a cross under the part that says nothing. Underline the letter that says its own name.
- 8). Write shade. There is a part that rhymes with wade, made, fade. Underline it. Circle the two letters that say sh. Repeat Steps 1-7 on any words not mastered.

Correct any persistent handwriting errors.

Teaching procedure for the new words:

- 1). Our first word is fishing.

Step 1.

Listen and see if you can tell in what way these words are alike.

dish wish fish swish

Thursday (continued)

Step 1. One of our words this week was shade. What do you hear in fish that sounds like shade ?

Now what sounds just the same in these words ?
Listen.

Step 2. seeing wishing running fishing

What other word in this week's lesson rhymes with fishing ? (looking)

Steps 2 and 3.

Read to write fishing. Let's say each letter softly. Begin, f-i-s-h-i-n-g. Write it again. And once more.

Steps 4, 5, and 6.

Erase and write fishing again. Now be careful. Circle the part that rhymes with dish, wish. Put a line under the part that says ing.

Step 7.

Erase. Repeat Steps 1-7, if necessary.

3). Our last word is still.

Step 1.

What two letters do you hear at the beginning of these words ?

1). stay stand stop stamp stood

Who can hear the rhyming parts of these words ?

2). bill will still spill mill

Could anyone spell still without looking at it ?

3). Good.

Steps 2 and 3.

Now ready to write still. Say each letter softly. Write it again, and again.

Thursday (concluded)

Steps 4, 5, and 6

Erase and quickly write still again. Circle the part that says ill. Underline the part that says st.

Step 7.

Now erase. Repeat Steps 1-7, if there is a need.

Ready to write our two new words. Write 1) fishing-
2) still. Check for errors. Repeat any or all steps necessary for mastery.

If time permits, have group write all of the week's words, omitting the marking of parts of words.

Correct any persistent handwriting difficulties.

Friday

Teach any word that has not been taught.

Teaching procedure:

The words in the review should be used in the order in which the group experienced difficulty. Move the lesson along as rapidly as possible.

Ready to have some fun with the words we have studied this week. There are going to be many directions to follow, so you will have to listen carefully.

1). Where boys like to go in the spring. (fishing)

Write fishing. Make it say wishing.

2). What we do for fun in the winter. (skate)

Write skate. Now make it say plate, date, hateplate.

3). The opposite of weak is _____. (strong)

Write strong. Make it say song, long, and gong.

Friday (continued)

- 4). The farmer plows the _____. (ground)
Write ground. Make it say round, found, sound, pound.
- 5). The opposite of south is _____. (north)
Write north. Write or, for, forth.
- 6). Another word that means quiet. (still)
Write still. Make it say will, fill, bill and pill.
- 7). It was hot so we sat in the _____. (shade)
Write shade. Now make it say made, fade, wade.
- 8). We play a game called _____ and seek. (hide)
Write hide. Now write ride, slide, wide.
- 9). _____ are my books. (these)
Write these.
- 10). She was _____ for her dog. (looking)
Write looking. Now write book, shook, hook, took.
Repeat the initial procedure for the teaching of a word, on any word needing it.
Those who experienced no difficulty, may take their seats. Work with those requiring more practices.

The score equals the number right. Eight is the highest score possible.

The teacher should keep a list of both group and individual errors.

The pupil should record any misspelled word in his "own spelling book".

All errors should be corrected.

Friday

Test. This is to be administered in the afternoon. The pupils use pencil and paper.

Directions: Teacher says the word. Then uses it in a sentence. The pupils repeat the word. Then write it. If for any reason, a pupil fails to understand the word, repeat it. Give sufficient writing time, so that no pupil will feel hurried.

1. ground - The ground was very warm. ground
2. strong - The strong boy won the race. strong
3. north - The north wind is cold. north
4. these - Are these your gloves ? these
5. skate - We skate in the winter. skate
6. looking - The girl was looking for her friend. looking
7. hide - It is her turn to hide the penny. hide
8. shade - The window shade is green. shade
9. fishing - The boy goes fishing every day. fishing
10. still - The children sat still and listened. still

The score equals the number right. Eight is the highest score possible.

The teacher should keep a list of both group and individual errors.

The pupil should record any misspelled word in his "own spelling book".

All errors should be corrected.

Appendix C

Teacher's Information and Score Card

Name of School

Address of School

Teacher

Spelling Method Regularly Used -

Name of Pupil

Date of Birth

Sex

Initial Test

Thirty Lessons

Transfer Test

Weekly Test Scores

Experimental Control Or

No. of Words Right

Week

Week

No. of Words Right

No. of Words Right

1 2 3 4 5 6

1 2 3 4 5 6

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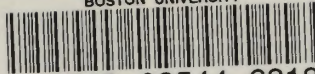
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